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ABSTRACT

The sample parent handbook contains handouts used with a series of four meetings in which parents of preschool handicapped children learn how to be their child's advocate. The first meeting is on Testing and the Individualized Education Program (IEP) and includes: "Evaluation Responsibilities," "Questions You May Want To Ask," "Some Things Parents Should Know about Testing," "Suggestions for the IEP conference," and "Types of Educational Placement." Meeting 2 is on legal rights and the IEP process. Handouts include: "You and One Four Two! Public Law 94-142," "A Checklist for an Individualized Education Plan," "Evaluation, Placement, and Due Process under Public Law 94-142 and Section 504," and "Education" (chapter from "Legal Rights Handbook"). The third meeting features other parents of handicapped children with such handouts as: "Negotiating the System," "Checklist: Parent Teacher Conferences," "Facts about Mainstreaming: Answers for Parents of Children with Handicaps." The final meeting has school district representatives talking about transition with handouts: "Questions Teachers Often Raise about Mainstreaming," "Davis County School District (Utah) Information Sheet," and "Sample Forms from the Weber School District (Utah)." (DB)

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PRESCHOOL TRANSITION PROJECT

PARENT HANDBOOK

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This handbook has been prepared to accompany a series of four parent meetings held yearly by the Preschool Transition Project. This handbook is not intended to convey all the information, ideas, and opinions expressed at these meetings, but only to provide a brief overview of the meeting and information presented, and to present some additional information. The staff of the Preschool Transition Project thanks the presenters and parents who participated in these meetings for their effort and interest in making children's transitions informed ones.

Copies of this publication may be obtained from:
Outreach & Development Division
Developmental Center for Handicapped Persons
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Logan, Utah 84322-6845

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A Checklist for an Individualized Education Plan

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Evaluation, Placement, and Due Process Under Public Law 94-142 and Section 504

Section 504

Education (Chapter from Legal Rights Handbook, Legal Center for the Handicapped)

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Preschool Transition Project
Parent Transition Meetings Response Sheet

Meeting topic:_____

Speaker:_____

Date:_____

Please circle the response that you feel is best. Your answers will be useful in helping structure these meetings in the future. Please do not sign this sheet.

1. The subjects discussed were of:

great interest some interest little interest no interest

2. I found out:

more than expected less than expected about what I expected

3. Please rate the potential usefulness of the information presented (1 = not at all useful to 5 - very useful):

1	2	3	4	5
Not at all useful				Very useful

4. Do you have any comments on this meeting?

5. Are there other topics you would like to see covered in this meeting?

Meeting #1

Topic: Testing and the IEP process.

Speaker: Mark Innocenti, Coordinator, Preschool Transition Project

Synopsis: The discussion of testing covered different types of tests that can be given, what the information (i.e., scores) from the test tells you about your child, and the procedures that must be followed by the school districts. Parents were familiarized with common tests in use by the school district and in test terminology. The process that the school district must follow in developing a child's individual education plan (IEP), the format of the IEP meeting, and parent participation in IEP development were discussed. The format of IEP goals and the information that should be included in goals were also discussed.

Evaluation Responsibilities*

WHAT ARE THE SCHOOL DISTRICT'S RESPONSIBILITIES?

*To secure your informed consent after advising your of all the procedures, tests an other activities that will be used to evaluate your child.

*To conduct formal and informal assessments by professionals who are qualified to evaluate in the suspected areas of exceptionality.

*To gather all existing information regarding your child.

*To inform you of the evaluation results and what they mean for the educational planning of your child.

*To show you all the child's records upon request.

WHAT ARE YOUR RESPONSIBILITIES?

*To provide any information about your child that may be helpful to the school district.

*To review all existing education records on your child to learn what information has already been documented.

*To participate actively with the school district to compile all information possible and to learn the results of the evaluation.

*To provide informed, written consent for the evaluation only after you have been informed of the procedures and tests that are to be used with your child.

WHAT ARE THE ALTERNATIVES IF YOU DISAGREE WITH THE SCHOOL?

*Request another evaluation to be provided by the school district at their expense if you feel this one is not accurate.

*If the district proves through a due process hearing theirs is accurate, you may obtain an evaluation at your own expense which must then be considered in the placement decision.

*From: Kansas State Department of Education, Parents manual: Active participation in the special education process.

Questions You May Want to Ask*

What test was given?

Why was it given?

How will it help?

Are there any biases (cultural, language)?

What are the qualifications of the person administering the test?

How does the professional see my child?
- a. Totally?
- b. In specific areas of development?

Does it differ from my impressions of my child's level of functioning? How?

Are the goals expressed the same as mine?

What can I do with this information to assist my child?

Use good communication techniques when asking questions about testing. You may want to have some information on other alternatives to suggested tests when talking with those who administer the tests. Don't just click questions off from this list or any other. It is important to listen carefully and completely to what is said and base your questions on that information. If you don't understand something, ASK for clarification.

Assessment should be checked each year.

1. Ask to see the test; these results should be shared.
2. Ask to see the manual; have the test explained, if necessary.
3. Ask for information and explanation; specific areas.

A clear understanding of development is essential! It is on-going and everyone working with the child has a responsibility to learn more!

*From: Washington PAVE, Parent trainers manual.

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Test Service Notebook 34

Some Things Parents Should Know About Testing

A Series of Questions and Answers

Q. Why do the schools test our children?

A. It is no news to parents that children differ. Even within a single family, some children learn to walk or to talk sooner than others. One child may be a good reader, another may excel in sports. When children come into school, the teacher needs to know as much as possible about how they differ in order to be able to match the classroom teaching to the specific needs of the children. The school administration also needs to be able to plan for the long-term education of the pupils.

Q. Why do teachers need to use published tests?

A. Commercially published tests give the teacher much important information about the pupil's information which the teacher cannot obtain himself. Of course, teachers get a great deal of information about their pupils by observing their day-to-day work in class and by testing their progress with teacher-made tests. Commercially published tests are written by people who are experts in writing test questions. These people are also curriculum specialists who know what is being taught in schools all across the country. Most commercially published tests cover a wide range of skills in their tests, whereas teacher-made tests usually cover only a single unit of work. But perhaps the most important reason for using commercially published tests is that the school can use the results obtained from them to compare a pupil's school progress with the school progress of other children throughout the country. These comparisons can be made because the tests are *norm-referenced* and *standardized* on a *national population*.

Q. What do you mean by *norm-referenced*?

A. Knowing that a pupil got 40 questions right on a test doesn't give you enough information by itself. How many questions were there? Were they easy or hard? Is 40 a "good," "average," or "poor" score? Often, what we really want to know is how this score compares with the scores of other pupils of the same age or in the same grade. Is it high, medium, or low *relative to* the scores of pupils in some large group? This way of describing performance is called *norm-referenced* and the numbers that are used to give meaning to a pupil's performance are called *norms*, or *norm-referenced scores*.

Q. What does *standardized* mean?

A. The test publisher develops the norms or norm-referenced scores by a process called *standardization*. In order to find out which scores are high, medium, or low, he must give the test to a large number of schoolchildren across the country. The pupils who will be in this *national population sample* will be carefully chosen. They cannot all live in one area, they cannot all go to big schools, they cannot all be of one race or socioeconomic group. The publisher will use government census data and his own experience and knowledge to help him select a group of several thousand pupils so that their scores on the test will represent the scores that would have been gotten if all the millions of children in the country had been tested.

Once the test has been written and the standardization group has been selected, the test publisher must make sure that the test's directions are so clear and so specific that the test can

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always be presented in the same way to all pupils. This is done so that all children have the same chance to know what they are supposed to do on the test. A test which has been written in this way and given to a carefully selected group of pupils in a controlled manner is said to be a *standardized test*.

Q. How do you get norms from standardization?

A. The norms are a way of summarizing how the pupils in the standardization group did on the test. In this group, 200 pupils make the highest score on the test. After the test has been given, the test publisher has something that looks like this:

120 third graders correctly answered 29 questions.

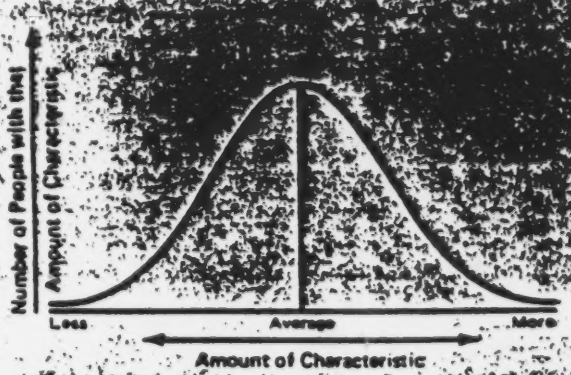
180 third graders correctly answered 28 questions.

215 third graders correctly answered 27 questions.

and so on for each grade and each possible score. In order to make this information easier to understand, the test-publisher summarizes it. One way of doing this is by reporting, for each test, the average score in each grade. These are called grade equivalent norms. Another way is to report what percentage of the pupils in a grade scored at or below a certain score. These are called percentile rank norms. A third type of norm describes how far a pupil's performance is above or below the average performance for that grade. These are called standard scores. (The most common standard score is a stanine.) All of these methods of expressing a score are simply ways of indicating where a particular score fits into the *pattern* of all the scores earned by the pupils in the norm group.

Q. What do you mean by the pattern of scores?

A. For practically any characteristic you can name, there are differences among individuals. There is an average (or medium or typical) weight, or height, or shoe size, or reading test score. But there is also wide variation in both directions from that average. The weights, heights, or reading scores of most people tend to bunch up close to an average weight, or height, or reading ability. And there are fewer people at the extremes; i.e., there are fewer adults who are six inches taller or shorter than the average than there are those who are only one inch taller or shorter than the average. The average and the pattern of scores for any characteristic can be determined, and one individual's score can always be described in terms of this whole pattern. For most characteristics measured by educational tests, the pattern of scores looks something like this:

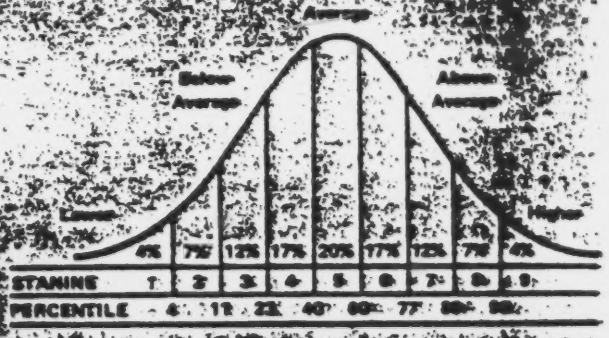


Q. You say norms can be expressed in several ways. What is a *percentile rank*?

A. A percentile rank tells you what percent of the pupils in the norm group got the same score or a lower score on the test. For example, if a score of 25 correct answers on a certain test for fourth graders has a percentile rank of 52, it means that 52 percent of the pupils in the norm group scored 25 or lower on that test. Since the norm group was representative of all fourth graders in the nation, a percentile (like a grade) scoring 52 on the test is performing at a level equal to or above 52% of all the fourth graders in the nation. For most standardized achievement tests, percentile ranks are developed separately for each grade and for a particular time of the year. A score of 25, for example, may have a percentile rank of 52 for a fourth grader in the fall of fourth grade and a percentile rank of 47 in the spring of fourth grade. A percentile rank is not in any sense a "percent correct." It is *not* the percent of questions the pupil answered correctly, but rather the percent of pupils in the norm group who scored at or below that score.

Q. What is a *stanine*?

A. A stanine is a score on a nine-unit scale from 1 to 9, where a score of 5 describes average performance. The highest stanine is 9; the lowest is 1. Stanines are based on the pattern of scores described earlier. Except for 1 and 9, they divide the baseline into equal amounts of the characteristic being measured. Stanine 8 is as far above average (5) as stanine 2 is below average. As is shown in the figure below, most pupils score in the middle three stanines: 54 percent will score in stanines 4, 5, and 6. On the other hand, very few (4 percent) will score a stanine of 1 or a stanine of 9. The relationship of stanines and percentile ranks can also be seen in this figure.



Teachers may use stanines to describe a pupil's performance to his parents during a parent-teacher conference. They may also be used to group pupils for special instruction. Since there are only 9 stanines, students, parents, and teachers are not likely to give too much weight to small differences among scores. Sometimes stanines are combined into more general classifications with verbal descriptions. Stanine 9 describes higher performance; stanines 7 and 8, above average; stanines 4, 5, and 6, average; stanines 2 and 3, below average; stanine 1 describes lower performance, *in relation to the norm group's performance*. Remember, stanines, like all other norms, describe comparative, not absolute, performance.

Q. But we usually hear about *grade equivalents*. What are they?

A. A grade equivalent indicates the grade level, in years and months, for which a given score was the average or middle score in the standardization sample. For example, a score of 25 with the grade equivalent of 4.6 means that, in the norm group, 25 was the average score of pupils in the sixth month of the fourth grade. If, after the test has been standardized, another pupil in the sixth month of the fourth grade were to take the same fourth-grade test and score 25 correct, his performance would be "at grade level" or average for his grade placement. If he were to get 30 right or a grade equivalent of 5.3, he would have done as well as the typical fifth grader in the third month *on that test*. This does not mean that the fourth grader can do all fifth grade work. There are many things a fifth grader has learned that are not measured on a fourth-grade test. Similarly, a 3.3 grade equivalent for a fourth grader, would mean that he is performing, on the fourth-grade test, the way the average pupil in the third month of third grade would perform on that same test. It does *not* suggest that he has learned only third grade material.

Although grade equivalents may sound like a simple idea, they can be easily misunderstood. For this reason, schools are increasingly coming to rely on percentile ranks and stanines as more useful ways to interpret scores in relation to a norm group. In fact, some publishers recommend that grade equivalents *not* be used to report to teachers, parents, pupils, or the general public.

Q. Newspapers sometimes write about "scoring at or above the norm." What does scoring *at the norm* mean?

A. Whereas the word *norms* is used to describe the full range of scores the norm group obtained, the term *the norm* refers only to the mid-point in that range. People sometimes refer to *the norm* as the acceptable or desirable score. This is inaccurate. On a norm-referenced test, *the norm* is the average score obtained by the pupils who took the test during its standardization. *The norm* only indicates what is average; it does *not* describe how good that performance is in absolute terms. Suppose a reading test were given to a large, representative, national norm group and the average score for the group was 25. *The norm* for that group, then, is 25. It must be remembered, however, that of all the pupils in the national norm group, *half scored above 25 and half scored at or below 25!*

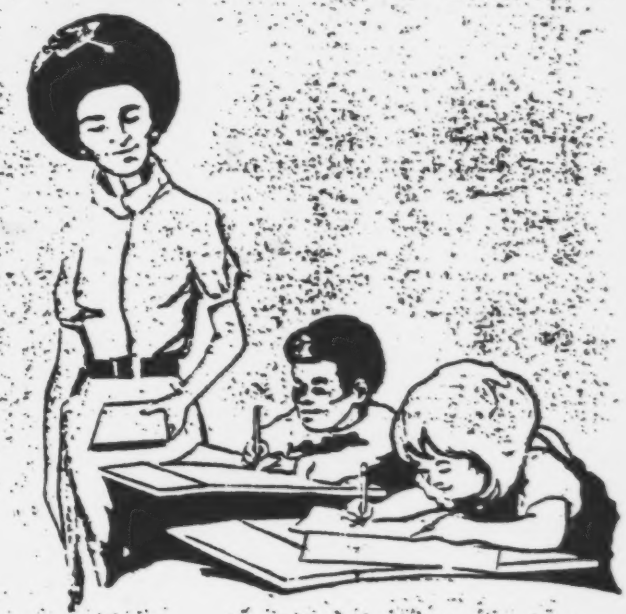
When the norm is expressed as a grade equivalent, it is still describing the middle score in the norm group. If the norm group was tested in the sixth month of grade 4, the average score for the group would convert to the grade equivalent of 4.6. But note that even in that norm group, fully half of all pupils actually in the sixth month of fourth grade scored at or below that norm or "grade level." If the same test is then given to another group, it would not be surprising to find many pupils scoring "below the norm." Remember, half of the norm group itself scored at or below the norm; that's the meaning of the word.

Q. But if a child's reading is "below the norm," that means he is a poor reader, doesn't it?

A. Not necessarily. It probably means he is not reading as well as the *average* American child in his grade, assuming that the test was well standardized. But it doesn't tell you how well the average child reads. If most of the children in the norm group read "well," *the norm* or average represents good reading. If most children read poorly, *the norm* would represent "poor" reading. Whether the norm group reads well or poorly is a judgment the test cannot make. Such decisions must be made by schools and parents.

Q. But wouldn't it be worthwhile to try to teach all children to read at or above the norm?

A. Suppose that to score *at the norm* on a fourth-grade test, a pupil must answer 25 questions out of 40 correctly. Then, suppose we improve the teaching of reading so that all fourth-grade children in the nation score at least 25 and many score much higher than 25. Now all children are reading "at or above the norm," right? Wrong! As the scores have changed, so has their average—*the norm*. If you were to standardize the test again, you might find that the middle or average score for the national norm group is now 31 out of 40. So, *the norm* now is 31, not 25, and half the pupils are still reading at or below the norm and half are reading above the norm. In other words, if everybody is above average, it's not the *average* anymore! This is the reason that *the norm* is not an absolute goal for everyone to attain. It is simply a statement of fact about the *average* of a group. If they *all* read better, then the norm moves higher. You've done something worthwhile, indeed, but it didn't bring everyone "up to the norm"! (The norm for a test which was standardized in the 1950's is no longer *the norm*, since more than half the pupils now read better than that. This is one of the reasons new tests must be standardized by the publishers every few years.)



Q. Some parents and teachers claim that most published standardized tests are unfair to minority group and inner-city children. Is that true?

A. There are really two questions involved here. The first has to do with the knowledge area being measured. Is it "fair," for example, to test a pupil's knowledge of addition? If this skill is considered important in part of the school's curriculum, [illegible] of this skill. [illegible] know how well each pupil performs on such tests. Very few people would consider that mastery of addition was not a necessary skill. Test publishers try to concentrate on items that most people consider important. However, if a test measures many areas that a community does *not* consider important, then the test should not be used in that community.

Assuming that it *is* important to measure particular areas, a second question must still be answered. Does the test measure the areas "fairly"? Have some test questions been stated in a way that will give certain children an "unfair" advantage? Will some questions "turn off" some children so that they will not do their best? Test publishers have been giving increasing attention to the question of the fairness of their tests. Many writers and editors from different backgrounds are involved in test-making. Questions are reviewed by members of several ethnic groups to correct for unintentional, built-in biases. In addition, the topics in most reading tests are chosen to be unfamiliar to almost all students. This helps to ensure that scores are based on reading skill and not on familiarity with the subject matter of the particular passage.

Q. Are national norms valid for all children?

A. Yes, national norms do have meaning and significance for all school systems. National norms represent one reality—they represent the pattern of performance of *all the nation's schoolchildren*. All kinds of schools in all parts of the country are represented in that total pattern. The pattern of scores in any *one* area, even in a large city, is not likely to match the total pattern exactly. Differences are to be expected and should be explained to parents and the general public.

However, our children are growing up in a rapidly changing, competitive, and highly mobile society. After attending school in one community, [illegible] to later years have to compete in the job market with [illegible] across the country. Thus, it is valuable for [illegible] to be able to evaluate local school [illegible] to the nation as a whole.

Q. But aren't there other useful comparisons to be made?

A. Of course! And there are other kinds of norm groups besides the national norm group. The group chosen for comparison should depend on what information the school needs. It is quite possible and often advisable to compare individual pupils with pupils in a district or city, with other pupils in similar communities nearby, with all pupils in the state, and so on. These regional or local norms are developed in a way similar to that for national norms. However, they describe the pattern of performance for some more narrowly defined group.

Q. Why don't you have tests that tell you whether or not a pupil has learned a skill, regardless of what other pupils know?

A. Such tests do exist; they are called *objective-referenced* or *criterion-referenced tests*. In fact, the tests teachers use in their own classrooms are more like this kind of test than they are like norm-referenced tests. Suppose a teacher has given the class ten words to learn how to spell. At the end of the week, a teacher-made spelling test is given to see whether or not each pupil has learned to spell those ten words. The teacher is not interested in what percent of pupils nationally can spell those words; the question is, rather, "Can John spell these words or not?" An objective-referenced or criterion-referenced test is, then, a test which is used to determine whether or not an individual pupil has met an objective or a criterion of performance. An objective may be stated something like this: "The pupil can add two two-digit numbers requiring regrouping." Important questions arise, however, when you begin to plan an objective-referenced test. How many correct answers are needed to show that the pupil has achieved the objective? At what grade level should we expect him to meet the objective? Should every pupil be expected to meet every objective? These are not easy questions to answer. Who will make the decisions? Other questions arise when a child does achieve the objective. Is it typical for a fourth grader to achieve this objective? Do most fourth graders know how to perform this task? Answering these questions brings us back to a comparison among individuals—or to a norm-referenced interpretation of test scores.

Of course, it is not necessary to choose between these two kinds of tests or ways of interpreting test results. Each way of looking at a pupil's performance provides useful information about what the schools are teaching and about what pupils are learning. In the future, more tests will probably be designed to offer both kinds of interpretation.

Q. Where can I get more information about testing?

A. You might first contact the testing coordinator or guidance director in your local school system. If there is a college or university nearby, you might seek information from the professor who teaches courses in tests and measurements. The testing of children is an important responsibility. We feel it is also part of our responsibility, as test publishers, to help you understand why and how testing is done. The staff of the Test Department at Harcourt Brace Jovanovich, Inc. will be glad to be of service. Write to one of our offices listed at the end of this notebook if you would like more help from us.

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Tests Commonly Used in School Districts*

Bayley Scale of Infant Development

Usually used with children 2 to 30 months in age. Has been used with children over 30 months with suspected delays to determine a possible age equivalent. It is divided into three scales and tests the following areas: cognitive, gross motor.

Stanford Binet Intelligence Scale

Can be used with children age 2 to adulthood. Once used to determine I.Q. (this is no longer believed to be a valid test for that purpose); it must be administered by a psychologist. It is used to determine cognitive skills.

Wechsler Preschool and Primary Scale of Intelligence (WPPSI)

Used for children between 4 and 6 1/2. Difficult to get true assessment on a developmentally delayed child under 5 years of age. It is a fairly good indication of verbal I.Q., performance I.Q. and an overall I.Q. The I.Q. is figured from a standard score and not age equivalent. It must be administered by a psychologist. It can also test cognitive skills and receptive/expressive language.

Columbia Mental Maturity Scale

Used mainly with hearing impaired, non-verbal and children from different language and cultural backgrounds, ages 3 1/2 to 9 years. It tests non-verbal cognitive reasoning and ability. It gives an age deviation score and an estimate of the age level the child's performance is nearest.

Sequenced Inventory of Communication Development

Used for children 4 to 48 months. Scores separately by age equivalents in both receptive and expressive language skills.

Peabody Picture Vocabulary Test

Used for children 2 1/2 to 18 years. It is a standardized assessment tool that measures receptive language skills and gives an estimate of the child's understanding of verbal concepts. Gives both a standard score format and mental age.

Vineland Social Maturity Scale

Children 3 months to adulthood. It is done on an interview scale rather than a task presentation test. For this reason, it should be used as a screening device. It is measured in age scores. It tests self-help and social skills.

*From: Washington PAVE, Parent trainers manual.

Preschool Attainment Record

For children 6 months to 7 years. This is not a standardized test It does not directly test the child's ability to perform. It uses an interview format. It gives individual age scores in all areas tested as well as a ratio score. It tests gross motor, fine motor, expressive language and cognitive skills.

Alpern-Boll Developmental Profile

Children 6 months to 7 years. It is an interview measure although it is generally used as a direct test. Age scores are developed for each area in the test and an estimated overall I.Q. equivalent. Five specific areas are tested: gross/fine motor, self-help, social, cognitive and language (both receptive and expressive).

Developmental Test of Visual-Motor Integration

Testing children 2-15 years although designed basically for preschool and primary grades. It scores in age equivalents. It tests fine motor and sensory skills.

Peabody Developmental Motor Scales

Children birth to 7 years. This is one of the more comprehensive tests. It is scored on scales to give age equivalents. It tests fine and gross motor skills.

McCarthy Scales of Children's Ability

This tests children from 2 1/2 through 8 1/2. It has been found to underestimate children with developmental delays in some cases; it is suggested that the Stanford-Binet might be used as a cross check. It has a number of scales which should give general cognitive index scores. The test also has a motor and memory scale. All the scales together will give a standard score. It tests cognitive, gross motor and sensory skills.

Frostig Developmental Test of Visual Perception

Commonly used with children 3 to 10 years. It measures constancy and position of shape, spatial relationships, eye-motor coordination and figure ground. It is scored as a perceptual age equivalent, but can be converted to standard scores. It tests sensory skills quite well.

Bender Gestalt Test for Young Children

Used with children 5 to 11 years. It tests perceptual motor functions of the child. Scores are given by age norms. It is used solely for sensory testing.

Wepman Auditory Discrimination Test

This test has been used to test preschoolers, but test norms do not start until age 5. It can be used through the elementary grades. It tests the child's ability for discrimination between like sounds (bud-bug). The test does not give a specific score, but gives an error score which can be checked against age norms. It is basically used to qualify children with sensory deficits.

AAMD Adaptive Behavior Scale

Used with children 3 and up. This test uses a normed questionnaire that helps to determine the child's strengths and weaknesses in self-help and social skills. It is scored in percentile ranks and standard deviations.

Developmental Indicators for the Assessment of Learning (DIAL)

Tests children from 2.5 years to 5.5 years. Used basically as a preschool screening tool. It is used in various school districts throughout Washington. It has a tendency to test a false high. It generates scores in four areas that can be computed to age equivalent. It tests in gross motor, fine motor, concepts and communication.

Personality Inventory for Children

Children 3 to 6 years old. This is a 600 item personality test much like the Minnesota Multiphasic Personality Inventory (MMPI). It is administered by a psychologist. It results in a profile of T-scores in 16 scales. It is used to test social deficits.

Gilmore Oral Reading Test

Grades 1 - 8. This is an individually administered test that is designed to measure a child's ability in comprehension, accuracy and rate in reading. It is scored in performance rating, percentiles and grade norms.

Key Math Diagnostic Test

Used with children i preschool through the elementary grades. It uses 14 subtests to evaluate a child's abilities regarding content, application and operation. It scores in grade equivalent; a diagnostic profile should be included.

Peabody Individual Achievement Test (PIAT)

Used with children K-12. This is an individually administered test. It is broken down into 5 basic subtests. It scores in grade equivalent, percents and a standard score. It tests in math, reading, spelling and general knowledge.

Wechsler Intelligence Scale for Children Revised (WISC-R)

Tests children 5-15. (It was revised from the 1974 WISC.) There are 10 subsections that include knowledge, comprehension, mathematics, vocabulary, picture completion and arrangement. It has a block test, object assembly test, coding and a maze test. It gives general information in all these areas. The test is divided into two subgroups. It measures general intelligence.

Wide Range Achievement Test, Word Recognition Subtest

Tests children K-college. Tests student's ability to recognize and pronounce words. It gives raw score, as well as grade equivalents and standard scores.

Woodcock Reading Mastery Test

Children K-12 are tested with this. It tests the student's reading abilities through word and letter identification, word attack and comprehension, as well as passage comprehension. Test norms are different for boys and girls. The test gives grade and age scores, as well as percentile and standard score.

WHAT TO KNOW BEFORE YOU GO

To Your I.E.P. Session...

AFTER THE MEETING:

After the IEP meeting is over, your job as parent is not finished. You should follow your child's progress in school throughout the year.

1. Every child's IEP must be reviewed once a year. You may request a review more often, if you feel it is necessary. It might be useful to ask for a report on what is happening every three months to be sure you know what kind of progress your child is making.

2. If your child is not progressing in a certain program, discuss it with the teacher. If it appears that the child is not learning a particular task, a careful look should be made to determine if the IEP should be modified.

3. Be assertive. Don't let others plan for you without your input. You need not settle for poor or inadequate services. If you find your child's problems are ignored, that trained teachers or appropriate materials do not exist, take action. Demand changes in keeping with your child's right to an appropriate education.

4. Again, remember due process. If your efforts to work with your child's teacher or school administrator fail, you should request a due process hearing to protest in the areas of identification, evaluation, placement, or the provision of a free appropriate public education.

5. Don't try to do this alone. Join a parent group. As allies, you can work together and add strength to a broader effort to implement and strengthen existing laws.

BEFORE

3. Make a list of your child's behavior which could interfere with the teaching process. Indicate what methods you have found successful in dealing with these behaviors.

   "When Billy throws a tantrum, I have found that ignoring him is the best way to get him to stop."

   "My child is very fearful of people who wear glasses."

   "My child's favorite TV program is _____. I often work with him just before that program and use that TV show as his reward for working hard."

4. Bring any information the school may not already have. For example:

   Medical Records
   Past School Records
   Test/Evaluation Results

   Remember, reports do not say all there is to be said about a child. You should describe your child as fully and accurately as possible. You may want to write down some real-life experiences that demonstrate your child's ability to perform certain tasks.

5. The law permits parents to bring other people to the IEP meeting. Such people may include a friend who is familiar with the IEP process, such as someone with a special education background, who knows your child, or an attorney who knows the legal rights to which your child is entitled.

YOU ARE THERE: WHILE YOU ARE THERE:

Remember that you know your child better than anyone else. Present the list you prepared beforehand, and do it with **confidence**. Be open-minded as suggestions are offered by other members of the child study team, but don't be intimidated. If you feel you are right, don't be afraid to say so.

1. Make sure the goals and objectives are clear-cut and specific. This will help insure that everyone teaching your child is working toward the same goal. For example:

Non-Specific	Specific
Ronald will improve in language.	Ronald will say his name when asked, "What is your name?"
	Ronald will recite the alphabet with no more than five errors.
	Ronald will learn to **verbally** make the following requests, using one word: potty, drink.

2. Ask what is defined in your state's plan regarding related services (e.g., physical education, speech therapy, etc.

3. Be firm about what training you feel is important for your child. If you do not understand certain things the school staff is discussing, say so. Ask them to explain in terms you can understand.

4. Ask what you can do at home to support school programs. Request that you be told immediately of any problems which may arise. If possible, arrange regular visits with the teacher to discuss your child's progress.

5. You have a right to see reports of assessments and evaluation results on which the school staff has based their recommendations.

6. If you feel the IEP is inappropriate, harmful, or incomplete, make your objections known. You should not sign the IEP if it does not meet your approval. This is one reason past records and data are so important. They help you demonstrate where your child is and what is needed next.

7. If you and the school staff do not reach an agreement over your child's IEP program, ask to have another meeting, allowing time for you and the staff to gather more information and data. You may even want to meet individually with certain staff members to clarify your position. Again, remember you are allowed to have an advocate present at such a meeting.

8. If after a second meeting there is still a conflict over your child's program, you should ask for a **due process hearing**.

BEST COPY AVAILABLE

BEFORE YOU GO

Before you go to your IEP meeting, there are certain things you can do to help insure that your child will receive the best education and training possible.

1. Write down what your child can already do. For example:

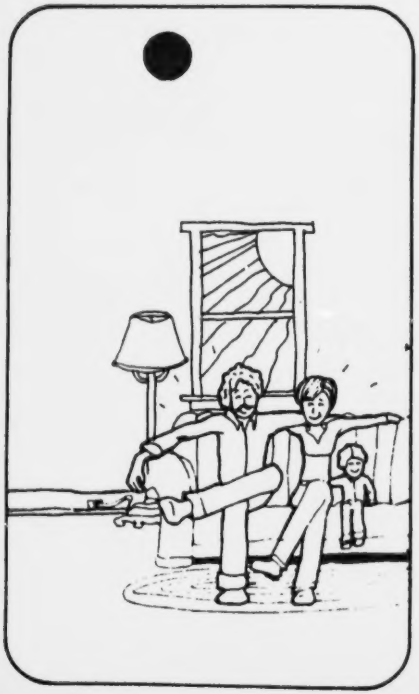
   "Johnny goes to the bathroom when he needs to, although he requires help getting trousers up and down."

   "Mary attempts to feed herself, but still needs assistance with scooping."

2. List three to five tasks you think your child should learn during the year. These may be items that will make life easier for you as a parent or skills that are required several times per day. (List the most important skills first.)
   "Johnny will learn to pull trousers down and up when he goes to the bathroom."

   "Mary will learn to scoop during self-feeding."

   "Joe will learn to say his name, address, and phone numb



* This material is produced with funds from the Bureau [illegible]ucation for the Handicapped. Views expressed do not necessarily rep[illegible] Bureau Policy.

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TO:

22

Questions Parents Ask About the Individualized Educational Program (IEP) Process[1]

The development of an individualized education program designed to meet the special needs of each handicapped child is a crucial step in assuring that your child has the opportunity to develop to his or her fullest potential. Below are answers to questions that parents often ask about the IEP process.

If your child is eligible for special education services, an individualized educational program will be written within 30 days of the time your child begins class.

WHAT IS AN IEP?

* IEP means Individualized Educational Program.

* The IEP is especially designed to meet the educational and related services needs of your child.

* Every child is evaluated before the IEP meetings, and this assessment, or test, information is used by the teacher to help decide your child's educational needs.

* For example - Evaluation results may show that your child has a communication disorder. Therefore the school district may decide that your child's educational need is for stimulation of language development in a special education classroom, with the related service of speech therapy. Later, when the IEP is written specific plans for stimulating language development will be outlined.

WHEN WILL THE IEP BE WRITTEN?

* A special meeting will be held to write your child's IEP. The school district will send you a letter notifying you of this meeting and inviting you to attend.

* The IEP meeting will be held within 30 days of the time your child begins school.

WHO DEVELOPS THE IEP?

* Your child's special education teacher will usually coordinate the development of the IEP.

* As a parent, you are an important part of the IEP process. Your input and suggestions should be part of the IEP development.

* In addition to the teacher and parent(s), another member of the child's support staff will be present to assist in writing the IEP.

[1]Adapted from: Williams, E., Frye, T., Hollien, M., & McGonigel, M. (1981). Project Transition parent notebook, Harris County, TX.

WHAT ITEMS MUST BE INCLUDED IN THE IEP?

*An IEP must outline your child's present educational functioning and must describe your child's overall educational needs.

*An IEP must contain both yearly goals and short-term instructional objectives, as well as criteria for determining when the goals and objectives have been met.

*An IEP must also list all necessary related services which your child needs to meet his or her goals and objectives.

*Dates for beginning special education services and projecting how long they should continue must be included in the IEP.

*The IEP must also list the educational placement for your child.

WHAT IS AN EDUCATIONAL GOAL?

*An educational goal is a broad statement of the skills your child will be taught.

*It is usually written as an annual goal, that is, a goal to be met by the end of the year.

*For example - Johnny will spoon feed himself.

WHAT IS A SHORT TERM EDUCATIONAL OBJECTIVE?

*Short term objectives are steps between your child's present skill level and his or her annual goals.

*Short term objectives are steps that have to be met in order to achieve the annual goal.

*Short term objectives build upon each other.

*For example - Johnny will hold the spoon. Johnny will scoop food into the spoon. Johnny will bring the spoon to his mouth. Johnny will remove food from the spoon with his lips. Johnny will return the spoon to the bowl.

*Objectives are specific and include criteria for determining when the objective has been met.

WHAT ARE CRITERIA?

*Criteria are the standards we use to measure if progress has been made.

*For example - Johnny will walk <u>3 steps without assistance</u>.

WHAT FACTORS SHOULD BE CONSIDERED WHEN SETTING EDUCATIONAL GOALS FOR YOUR CHILD?

*Your child's handicapped condition.

*Your child's strengths and weaknesses.

*Your child's present skill level.

*Your child's past rate of learning.

WHAT IF A PARENT DOES NOT AGREE WITH THE IEP DEVELOPED DURING THE MEETING?

*If you do not agree with the IEP, do not sign it.

*Try to work out the problem in an informal way first. If you cannot find an answer, then request an impartial hearing.

*Under state and federal law you have a right to an impartial due process hearing to protest the IEP and to present your disagreements. For more information about due process hearings, read the handouts by the Utah Legal Center for the Handicapped included in this notebook.

Suggestions for the IEP Conference*

1. Preconference Communication

   (a) Insure the time of meeting is convenient.

   (b) Reschedule meeting if time suggested by the school is inconvenient.

   (c) Obtain any information which you believe will be helpful at the meeting including your child's medical records.

   (d) Inform the school of your intent to attend the meeting and your eagerness to be involved in the decisions pertaining to your child's program.

2. Initial Conference Proceedings

   (a) If you are not introduced at the meeting to any persons you do not know, introduce yourself to all team members.

   (b) Make a note of the names and positions of everyone at the meeting.

   (c) Ask questions to clarify the particular role of other team members if this is not explained initially.

   (d) If you bring a friend or advocate, introduce them and explain their role.

   (e) If you have a time limit for the meeting, let other team members know.

   (f) Ask the chairperson to state the purpose of the meeting and review the agenda, if this is not done.

   (g) If you have any questions about your legal rights, ask for clarification.

3. Interpretation of Evaluation Results

   (a) Insure the teacher or psychologist states all tests that were administered and the specific results of each.

   (b) You may make a record for yourself or ask for a written copy of the test results and evaluation of your child. This may become an important part of your records on your child.

   (c) Insure that the classroom and educational program implications of the evaluation results are identified.

*From: Kansas State Department of Education, Parents manual: Active participation in the special education process.

(d) If any professional jargon is used which you do not understand, ask for clarification.

(e) Ask how your child was classified in regard to a particular handicapping condition (e.g., mental retardation, learning disabilities).

(f) If you disagree with evaluation findings or classification, state you disagreement.

(g) If your disagreement cannot be resolved within the meeting, ask for an independent evaluation to be administered by a psychologist or appropriate professional outside the school.

4. Development of the IEP goals and objectives

(a) If the school's description of your child's performance is not as you perceive it, do give your description of his/her performance level.

(b) State the skills and content areas which you believe are most important for your child's program.

(c) If you question the goals and objectives suggested by the school, ask for justification.

(d) Insure that all subjects requiring specially designed instruction are included in the IEP.

(e) If your child receives instruction from two different teachers (e.g., regular and resource teacher) clarify the manner in which the responsibility for teaching the objectives will be shared.

(f) If you are willing to assume responsibility for teaching or reviewing some of the objectives with the child, make this known to the committee.

(g) Insure that the procedures and schedules for evaluation of goals and objectives are specified.

5. Placement Decision and Related Services.

(a) State the placement (regular classroom, resource program, special class) which you believe is most appropriate for the child.

(b) Be sure all necessary related services you believe your child needs (e.g., speech therapy, physical therapy, transportation) are included. Remember that the school is not obligated to provide related services that are not written into the IEP.

(c) If the school does not agree with you on placement and related services and you are convinced you are right, ask for the procedural guidelines for mediating a disagreement.

(d) If you agree on a placement and you are unfamiliar with the teacher, ask about the teacher's qualifications (training and experience).

(e) Insure that your child has appropriate opportunities to interact with nonhandicapped children (placement in the least restrictive setting).

6. Conclusion of the Meeting.

(a) If the chairperson does not initiate it, ask for a summary of the meeting to review major decisions and follow-up responsibility.

(b) If follow-up responsibility has not been specified, ask who is going to be responsible for each task.

(c) Specify what responsibilities (e.g., teaching objectives, increasing socialization opportunities during after-school hours) you will assume.

(d) Ask for the approximate time for reviewing the IEP on at least an annual basis.

(e) State in what ways and how frequently you would like to keep in touch with the teacher.

(f) State your desire and intent to work closely with the school.

(g) Express appreciation for the opportunity to share in decision-making and for their interest in your child.

Validated Strategies for School-Age Mainstreaming

VSSM
Project

Validated Strategies for School-Age Mainstreaming

Developmental Center for Handicapped Persons
Utah State University
Logan, Utah 84322-6800
(801) 750-2030

The VSSM staff expertise include the areas of Psychology, Special Education, Child Development, Education, Behavioral Therapy, Social Skills Training, Curriculum Development, Parent Communication, and Program Evaluation. This multi-disciplinary team includes: Sebastian Striefel, Director; Joel Allred, Project Coordinator; Steve Campbell, Research Assistant; LeAnn Hyer, Research Assistant; Connie Nelke, Research Assistant.

For further information concerning the VSSM Project, please contact any of the project staff at the above address.

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Program Description:

The Validated Strategies for School-Age Mainstreaming (VSSM) Project is funded by the U.S. Department of Education (SEP) to develop, implement, and disseminate methods for successful mainstreaming of students who have handicaps, ages 6-13. Since the passage of Public Law 94-142, many attempts to mainstream have been tested to determine their effectiveness. The VSSM Project Staff have critically reviewed current materials on mainstreaming and have modified some and developed new ones. The materials developed are being systematically field tested in elementary schools.

Goals and Objectives	Expected Outcomes
1. Identifying child skills and expectations of the receiving teacher and classroom.	1. Early identification of child skills and deficits in relation to expectations of the receiving teacher and classroom allows for intensive training of critical child skills, and appropriate teacher training and support. Such training and support increase the probability of successful mainstreaming.
2. Promoting peer interaction through tutoring, grouping, buddy systems, and teacher facilitation.	2. Children with and without handicaps will interact more frequently in mutually reinforcing activities. Teachers will spend less individual instruction time with students, since peers will work with one another.
3. Preparing students without handicaps, their teachers, their parents, and administrators for mainstreaming.	3. Knowledge and skills for increasing the strengths and decreasing the limitations of students with handicaps will create a more receptive, positive environment for the mainstream student.
4. Providing information and resources about mainstreaming to students with handicaps and their parents.	4. Mainstreamed students and their parents will adjust more smoothly to the changes in their program, since they will be prepared for the social and emotional demands of mainstreaming.
5. Providing training, technical assistance, and support services for receiving teachers.	5. Receiving teacher will be better skilled in teaching procedures and will have access to materials, resources, and direct assistance that will help them feel comfortable about their ability to provide quality education for all children.

Purpose: The VSSM project is devoted to the development and evaluation of a model program for mainstreaming into educational environments, those children, ages 6-13 years, who exhibit handicapping conditions.

Definition of Mainstreaming

Successful mainstreaming is a continuing process rather, than a discrete event. It includes the instructional and social integration of children who have handicaps into educational and community environments with children who do not have handicaps. Successful mainstreaming must:

1. Be based on the decision of the IEP Team that a child can potentially benefit from placement with children who are not handicapped;

2. Provide a continuum of least restrictive placement options which range from brief periods of limited interactions, to fulltime participation in regular classrooms;

3. Specify the responsibility of students, parents, regular and special education teachers, administrators, and support personnel;

4. Include preplacement preparation, postplacement support, and continued training for students with and without handicaps, and their parents, teachers, administrators, and support personnel;

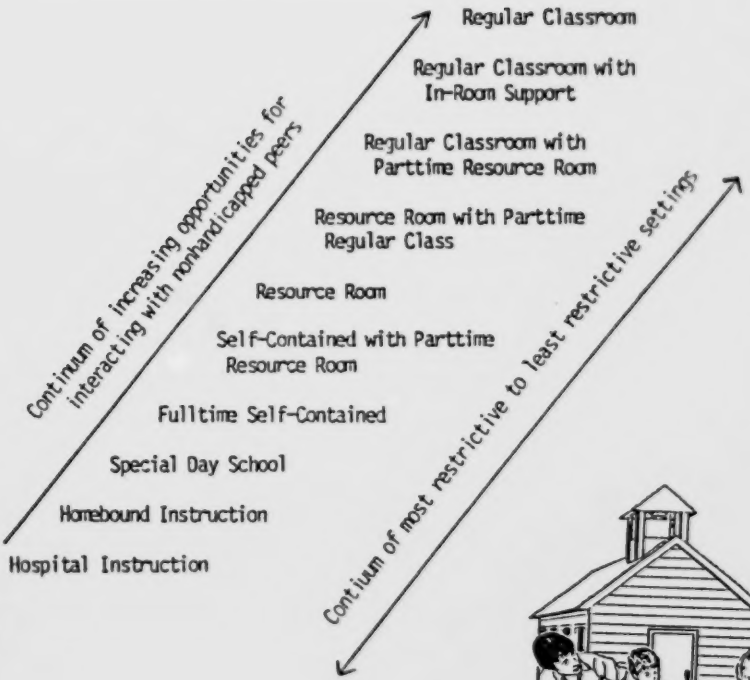
5. Maximize appropriate interactions between children with and without handicaps through structured activities (such as peer tutoring or buddy systems) and social skills training, as appropriate to specific situations and abilities;

6. Provide functional, age appropriate activities that prepare the child with handicaps to function in current and future community environments; and

7. Occur without major long-term disruption of on-going educational activities or other detriments to children with and without handicaps in the mainstream setting.

9/23/85

Continuum of Placement in Public Schools


Regular Classroom
Regular Classroom with In-Room Support
Regular Classroom with Parttime Resource Room
Resource Room with Parttime Regular Class
Resource Room
Self-Contained with Parttime Resource Room
Fulltime Self-Contained
Special Day School
Homebound Instruction
Hospital Instruction
Continuum of increasing opportunities for interacting with nonhandicapped peers
Continuum of most restrictive to least restrictive settings

Striefel, Killoran, Quintero, & Allred, 1985

Why Mainstream?

The VSSM Project is based on the philosophy that mainstreaming is needed because:

1. Persons with handicaps who are trained in normal environments are likely to be more independent.

2. Nonhandicapped individuals learn information and skills needed to interact with and incorporate into society individuals with handicaps.

3. Productive individuals with handicaps save money for society.

4. Mainstreaming results in an improvement in the quality of life for everyone.

The issue for educators today is not whether or not to mainsteam students, but how best to go about doing it.

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Sebastian Striefel.

Types of Educational Placements*

1. Regular classroom with Special Instructional Materials and/or Equipment:

   The child would be placed in a regular classroom with the aid of special instructional materials and/or equipment. A visually impaired child needing only large print materials is an example of this special education service.

2. Resource Room:

   The child would be enrolled in a regular education program but would go to a specially equipped room to receive part of his instruction from a special teacher. A learning disabilities resource room would be an example of this type of placement. The amount of time spent by the child in the resource room depends on the child's individual needs.

3. Special Classroom:

   The child would be enrolled in a separate special education classroom, but might receive some academic instruction in regular education classrooms. The special education teacher is responsible for monitoring the progress of the child in his/her regular classes and providing appropriate support.

4. Special Day Schools:

   The child be enrolled in a special day school, attended by only exceptional children, if his/her needs could not be met within the public school system. Special day schools are designed to provide specialized facilities, equipment or services.

5. Residential Schools:

   The child would be enrolled in a residential school if he/she needed intensive comprehensive services. The total residential treatment program should include educational experiences which help to develop and improve the child's ability to cope with his/her environment. The goal is that the child will be able to return to the community and the public schools at a later date.

6. Homebound/Hospital Instruction:

   The child would be enrolled in homebound or hospital instruction if his health problem is so serious that school attendance is impossible or if he is temporarily disabled by illness, operation or accident.

*From: Kansas State Department of Education, Parents manual: Active participation in the special education process.

Meeting #2

Topic: Legal rights and the IEP process.

Speaker: Cathy Waldo, Attorney, Utah Legal Center for the Handicapped

Synopsis: The function of and services provided by the Utah Legal Center for the Handicapped were discussed. Legal precedents for current laws regarding the handicapped and the practical impact of current laws were reviewed. Laws for the handicapped as they relate to parents and children when dealing with the school districts (e.g., testing, placement, IEPs) were discussed in detail and examples were provided.

Except as otherwise credited, the following handouts were provided by the Utah Legal Center for the Handicapped.

YOU AND ONE FOUR TWO!

Public Law 94-142
as amended by Public
Law 99-457

YOU AND PUBLIC LAW 94-142

Under the Education for All Handicapped Children Act of 1975 (Public Law 94-142), the local school district is required to locate and provide programs for all school-aged children. This law was recently amended to extend services to handicapped children 0-5 years of age (Public Law 99-457). The new law requires that a free and appropriate education be provided to all handicapped children 3-5 years of age by the 1990-91 school year. Funds are also available for states electing to provide services for the 0-2 age group. This self-quiz has been prepared to assist parents and educators in becoming more familiar with Public Laws 94-142 and 99-457.

A SELF-TEST. . . .

Place a checkmark in the answer or answers you think are right.

1. After the child has been evaluated by the local school district, the testing results must be given to:
   a. _____ the teacher
   b. _____ the psychologist
   c. _____ the parents

2. If parents don't agree with the evaluation, they may request a due process hearing from the superintendent of the:
   a. _____ teacher's union
   b. _____ school district
   c. _____ PTA

3. The Individualized Education Program (IEP) is a written statement of educational services which are to be provided your child. Put a check next to any information below that must be included in your child's IEP.
   a. _____ Child's present levels of educational performance
   b. _____ Related services to be provided
   c. _____ Annual goals, including short-term objectives
   d. _____ Method of evaluating the effectiveness of the IEP
   e. _____ Father's occupation

4. If the IEP is not outlined in detail so parents can judge whether or not it is what their child need, they do not have to sign the agreement.

   True ____ False ____

5. If parents disagree with their child's placement, they have the right to an impartial due process hearing in which they can challenge the district's proposed placement.

   True ____ False ____

6. To request a hearing to challenge the district's placement of their child, the parent must send a letter to the superintendent of their child's school district.

   True ____ False ____

7. Mark the following statements true or false regarding a hearing to challenge the district's placement.

   a. A decision must be reached within 45 days after parents have sent the request.

      True ____ False ____

   b. Parents have the right to be represented by counsel of anyone of their own choosing.

      True ____ False ____

   c. Parents have the right to call any witness.

      True ____ False ____

   d. Parents have the right to review all of their child's education records.

      True ____ False ____

   e. Parents have the right to present relevant testimony of their own or of professionals.

      True ____ False ____

   f. Parents have the right to an open or closed hearing.

      True ____ False ____

   g. A taped or written verbatim transcript of the hearing shall be available for the parents and the school district.

      True ____ False ____

   h. After the hearing, a decision must be given to parents in writing.

      True ____ False ____

8. If parents are still not satisfied, what two actions should they take? (Mark them 1 and 2)

a ____ Appeal to the hearing officer directly

b ____ Appeal to the state educational agency

c ____ Bring a civil action in a state or U.S. district court

d ____ Phone the PTA president

e ____ Write to the governor

9. Every child's IEP must be reviewed at least:

a. ____ Once a year

b. ____ Every 5 years

c. ____ Every month

10. The Education for All Handicapped Children Act of 1975 requires schools to allow parents or guardians of a handicapped child to examine all relevant education records within a reasonable time, but not longer than 45 days after the request.

True ____ False ____

11. If you are denied access to your child's records, you should:

a. ____ Demand to see a lawyer

b. ____ Organize a parent group and petition the school

c. ____ Request a due process hearing

12. If a school district provides transportation for nonhandicapped children, the same transportation services must be provided to handicapped children.

True ____ False ____

13. In circumstances where a child will be denied the opportunity to participate in special education services unless he or she is transported to the school, the school must provide the means by which the child will get to school at no cost to the parent.

True ____ False ____

14. Services to your child must be delivered in the least restrictive environment.

True ____ False ____

15. All provisions of Public Law 94-142 will eventually be extended to children 3 to 5 years of age.

True ____ False ____

16. The state agency responsible for services to children with handicaps aged 0-2 may not be the Department of Education.

True ____ False ____

17. Services to children with handicaps aged birth through 2 years must be free of charge.

True ____ False ____

18. School districts must notify parents in writing before: a) placing a child in a special education program; b) changing a child's placement; and c) refusing to place a child in a special education program. Mark all that apply.

a. _____

b. _____

c. _____

Turn page for . . .

ANSWERS

1c. The parents must be given the results of the evaluation.

2b. The school district is required to hold a due process hearing, if the parents formally request such a hearing.

3. All answers, except "father's occupation," are correct.

4. True. The parents are not required to sign an I.E.P. which is vague, or worded in such a way that they cannot judge whether it is appropriate for their child.

5. True. The parent has the right to an impartial hearing if s/he disagrees with his child's proposed placement.

6. True. The parents must send a letter to the superintendent of their child's proposed placement.

7. All statements regarding a hearing to challenge a child's placement are true.

8. The order in which the parents should take action is: b, c. It is unlikely that the PTA president or the governor would be able to help. The proper procedure does not include appealing to the hearing officer.

9. Every child's IEP must be reviewed at least annually.

10. True. Parents or guardians have the right to examine their child's records.

11. The proper action to take is to request a due process hearing.

12. True. Handicapped students must be provided the same transportation services as nonhandicapped students.

13. True. Parents must be reimbursed for tranportation costs, or tranportation must be provided by the school district, if it would otherwise be impossible for the child to participate in special education services.

14. True. Services must always be delivered in the least restrictive environment.

15. True. All provisions of Public Law 94-142 must be extended to children 3-5 years of age by the 1990-91 school year.

16. True. Each state designates an agency to provide these services.

The original material for this booklet was produced with funds from the Bureau of Education for the Handicapped. Views expressed do not necessarily express Bureau policy.

17. False. There may be charges on a sliding fee scale for services for children in this age group where permitted by federal or state law.

18. a, b, c. School districts must notify parents in writing before any of these placement decisions can be made.

FOR FURTHER INFORMATION:

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EDUCATION FOR HANDICAPPED CHILDREN

WHAT PARENTS NEED TO KNOW

The most important law dealing with education of handicapped children is the Education for All Handicapped Children Act, or, as it is commonly known, 94-142. This law guarantees every school age handicapped child a free and appropriate public education. To help understand the law we need to answer a few questions:

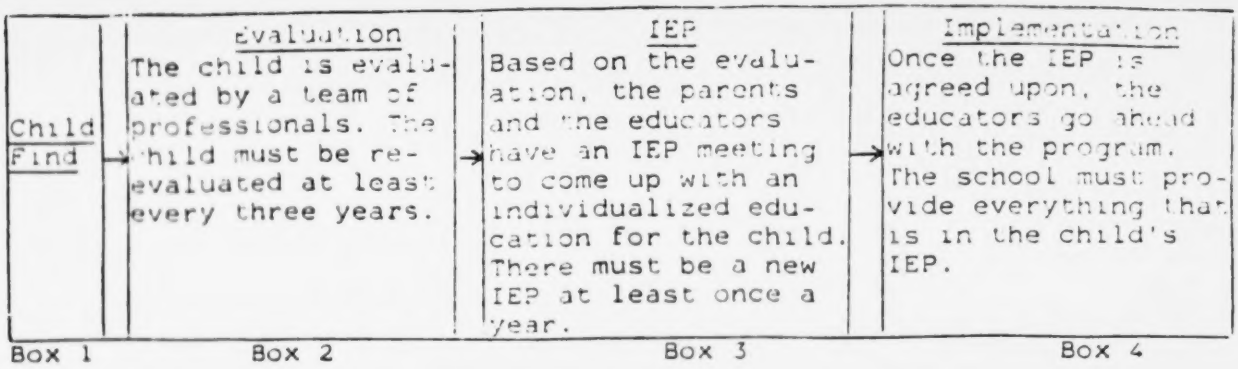
1. Who is handicapped? If a child has a physical or mental disability that interferes with his or her ability to participate in or benefit from educational programs, then the child is handicapped. Examples include children who are deaf, hard of hearing, visually handicapped, mentally retarded, orthopedically impaired, learning disabled, speech impaired, autistic, or seriously emotionally disturbed.

2. What is special education? It is specially designed instruction which will meet the unique educational needs of the child. The program must be tailored to meet the child's special needs. In addition, special education includes related services. These services include speech therapy, occupational therapy, physical therapy, counseling services, transportation, and any other support services needed to help the child participate in school.

3. What is the role of parents? This is a very important question!! The answer is that parents are co-equals with the educators in decision making about their child's special education program. Parents have just as much authority as the principal, the teacher, or the administrator when it comes to the child's program. This means that parents can insist on programming that they are sure their child needs even though the educators say it isn't available. If the child needs the programming, the educators must figure out a way to provide it. This does not mean that parents can boss everyone else around, but it does mean that parents have more clout than they think.

4. How can parents learn about their child's educational needs? Remember, parents have equal authority to participate in education decision making for their children. But parents are not expert teachers, so how can they find out about the special education programs their children need? To be an effective advocate for their child, parents have to learn as much as they can about their child's handicap and about his or her education needs. Read about educational programming. Join groups like the Association for Children with Learning Disabilities, the Association for Retarded Citizens, Easter Seals, or the Society for Autistic Children. Go to conferences. Go to school. Talk to teachers. Ask your doctor. Learn as much as you can so that you will be an expert too!

To get a picture of how 94-142 works; it is helpful to study the following diagram:


Child Find
Evaluation
The child is evaluated by a team of professionals. The child must be re-evaluated at least every three years.
IEP
Based on the evaluation, the parents and the educators have an IEP meeting to come up with an individualized education for the child. There must be a new IEP at least once a year.
Implementation
Once the IEP is agreed upon, the educators go ahead with the program. The school must provide everything that is in the child's IEP.
Box 1
Box 2
Box 3
Box 4

Box 1 - Child Find

Every school district must locate all handicapped children who live in the district. If you feel that your child has a handicap that interferes with his or her ability to benefit from school, you can call the special education department in your school district.

Box 2 - Evaluation

Every handicapped child must be given a complete evaluation to determine the child's handicap. The people doing the evaluation must be qualified to evaluate the child. Parents have the right to know the results of the evaluation.

What should parents do if they think an evaluation is wrong or if they think it is not adequate? First, they should sit down with the evaluators to go over the results. If still not satisfied, they should ask for a more thorough evaluation. Finally, if parents disagree with the evaluation, and can't get a better one, they can ask for an independent educational evaluation by professionals outside the school. In some cases the school would have to pay for the independent evaluation. (The law gets tricky on this point, so get legal advice before seeking an independent evaluation.)

Every handicapped child must be evaluated every three years. Parents can request more frequent evaluations if the child's needs change.

Box 3 - IEP

IEP stands for individualized education plan. The IEP is the written plan that describes the child's educational program. Every handicapped child must have an IEP. The IEP is the most important step in the 94-142 process. Here's how it works. The IEP is made up at an IEP meeting by the IEP team. The IEP team consists of the parents, the teacher, and an administrator such as a principal. Remember that parents are equal members of the IEP team. Parents have just as much voice in what the IEP says as the educators. Sometimes it's hard for parents to insist upon programming and services they know their child must have, and sometimes educators can get pretty upset with parents who really stick up for their rights. But parents need to be advocates for their children, and it's at the IEP meeting that they need to do it!

At the IEP meeting the team will fill out an IEP document. This written IEP will control the child's program for a full year unless it is

changed sooner. An IEP can only be changed at another IEP meeting. If the IEP needs changing, parents can ask for an IEP meeting any time they want one. Parents must have a good idea about what their child's IEP should say before they go to the IEP meeting. It pays to be prepared in advance.

What is in an IEP?

- The child's strengths and weaknesses are listed.
- The long term goals for the school year are written down.
- The educational techniques that will be used with the child are written down.
- The child's placement is agreed upon. (For example: resource room, self-contained classroom, etc.)
- The related services the child will be given are written into the IEP.

What should a parent do if the educators refuse to agree on something that the parent wants in the IEP? First, make sure you are right, and that the child needs the service. Second, try to negotiate with them. If that doesn't work give us a call at the Legal Center. Sometimes we can help break deadlocks over programming.

REMEMBER: The IEP is crucial! If you have questions, please call us before you go to the meeting.

Box 4 - Implementation

As soon as the IEP team agrees on the child's individualized program, it is implemented by the educators. The school must provide all of the services listed on the IEP.

Some additional Tips

- Schools may not have waiting lists for services.
- Schools may not refuse to provide needed services because "they cost too much."
- If handicapped children need specialized services in order to benefit from their education, then the services must be provided. (This could mean, for example, that the school would have to hire a special aide for a particular child.)
- As a parent you have the right to look at your child's entire school record.

Summary

94-142 is very important to handicapped kids and their parents. Learn about it. Remember that the Legal Center for the Handicapped is here to help you understand the law and your legal rights. Don't hesitate to call us if you have any questions. Our numbers are 363-1347 and 1-800-662-9080.

A CHECKLIST FOR AN INDIVIDUALIZED EDUCATION PLAN

In assessing the adequacy or inadequacy of an IEP, one must look at both its **content** and the **process** of its **development**. An IEP should facilitate parent-school communication and provide accountability. It should help a teacher to focus learning activities and make lesson plans more relevant. It is to be developed on the basis of the child's needs, without regard to funding or the current availability of such a program.

I. THE IEP PROCESS

Timing

____ An IEP developed within 30 days of the time a child is determined to need special education and related services

____ For a child currently labeled handicapped, IEP developed, reviewed and revised at least annually on a schedule determined by the agency; after the initial meeting, an IEP in effect at the beginning of the school year

Participants -- IEP meeting included:

____ a representative of the public agency qualified to provide or supervise provision of special education;

____ child's teacher;
____ one or both of the child's parents;
____ the child, where appropriate;
____ others at parent or agency discretion;

____ for a child evaluated for the first time, a member of the evaluation team or someone knowledgeable about the evaluation procedures used with the child and familiar with the results of the evaluation.

Notification and scheduling of the IEP meeting

____ Parents notified in sufficient time to arrange attendance
____ Time and place of meeting mutually agreeable

____ Notice included purpose, time, location, participants in the meeting (can be written or oral, but agency must keep a record of its efforts to contact parents).

____ Notice informed parents they could bring other people to the meeting.

____ Notice in primary language and interpreter provided for parents who are deaf or whose primary language is other than English

____ If neither parent could attend the meeting, parent participation occurred through individual or conference phone calls

____ If meeting conducted without parent participation, school has record of its attempts to arrange a mutually agreed-upon time and place through phone calls, correspondence, home or work visits

Records

____ Available data on the child reviewed by parents and school personnel (including physical exam, psychological exam, social history, reports of teacher and outside specialists such as speech therapist)

____ Parents afforded opportunity to examine all records
____ Additional testing available at public expense

____ Confidentiality of child and parents protected

Content (see Part II)

Completion

____ Parents received copy of IEP on request
____ Parents sign copy of the IEP and return it to school

Review and accountability

____ IEP reviewed and revised at least annually with parent participation

____ Public school representative initiated IEP process for child placed in private school; participated in review and revision

____ Teacher and agency made good-faith efforts to achieve goals and objectives of IEP even though agency or teacher cannot be held accountable if child does not achieve projected growth. (Parents can complain, ask for revisions of program and invoke due process procedures if they feel efforts are not being made)

II. CONTENT OF THE IEP

___ A good IEP is **comprehensive.** It covers all content areas, including communication, behavior, socialization, self-help, academics perceptual-motor and gross-motor skills

____ A good IEP is **specific.** Its goals and objectives are stated in terms of observable behaviors

____ A good IEP is **sequential.** It is based on a developmental sequence of skills and curriculum approaches to teach them

____ A good IEP is **realistic and appropriate.** Its goals and objectives fit the child's current functioning and probably growth rate

____ A good IEP is **understandable.** It is written in language that is comprehensible to both parents and professionals

____ A good IEP is **mutually developed**--that is, it represents a consensus among parents and school personnel in terms of goals and objectives.

The following should be the content of each IEP:

Child's present level of functioning

Accurate information about a child's current level of functioning is necessary for the development of an appropriate IEP. This should reflect the highest level of skill a student has attained in a sequence of skills for each of the content areas included in the IEP. The statements of present functioning level:

____ were in observable behavioral terms;
____ were based on more than a one-shot experience with the child;
____ covered the major content areas (where appropriate) of

____ communication ____ behavior ____ perceptual-motor
____ socialization ____ self-help ____ gross-motor

____ academics (subdivided by topic, such as reading, math, social studies, etc.)

Annual goals

The yearly goals reflect answers to the question: What do we want the child to be able to do? The goals must reflect knowledge of the child's

current functioning in each content area, the next sequence of skills in that area and some estimate of the child's rate of learning. If the learning rate is under-estimated and the child achieves the annual goals earlier, then new goals can be added. Priorities are established in choosing goals based on the student's physical limitations, age and length of time left in school and on expectations for the future. The annual goals in this IEP were:

____ stated in terms of observable behaviors;
____ inclusive of the major content areas:

____ communication ____ behavior ____ academics
____ socialization ____ self-help ____ perceptual-motor
____ gross-motor (physical education is specifically mentioned in the law);

____ based on the child's present level of functioning;
____ realistic in terms of any physical limitations of the student;

____ prioritized on the basis of student's age and amount of time left in school;

____ prioritized toward functional skills to help the child live as independently as possible.

Short-term objectives and evaluation

Short-term objectives include a number of steps in the sequence of moving a student toward each annual goal. They can be listed as 3 or 4 steps for each reporting or evaluation period. Short-term objectives are not as specific as lesson plans, but rather indicate the breakdown of intermediate goals a teacher will teach to help a student reach the annual goal. The short-term objectives must be stated in behavioral terms and the criteria for achieving the objective included. That is, each objective should say what the student will do, under what conditions and to what criteria. For example, in a free-play situation, John will come to the teacher when called by name ("John come.") and the sign for "come" is used, 9 out of 10 times (90% of the time). Persons responsible for implementing specific objectives should be listed (e.g., teacher, speech therapist), as should dates for beginning and ending work on each objective. The short-term obejctives in this IEP:

____ were based on annual goals;
____ were based on a commonly accepted sequence of skills;
____ were stated in observable behavioral terms;

____ include the conditions under which student will perform and to what criteria;

____ include persons responsible for implementing objectives;
____ include dates for beginning and ending work on each objective;

____ (option) state methods and materials to be used to reach each objective (e.g., DISTAR reading).

Related services

Related services are those additional services necessary for a child to benefit from special educational instruction. According to P.L. 94-142, they include transportation and developmental, corrective and other supportive services (speech pathology and audiology, psychological services, physical and occupational therapy, recreation and counseling and medical services--the last for diagnostic and evaluation purposes only). Special materials (such as adaptive equipment) or media (e.g., braille devices) should be listed here also. An appropriate physical education program is specifically mentioned. Who will deliver these special services and

for how much time (how often, beginning and ending date) should also be noted--for example: articulation therapy by Jane Stern, speech therapist, 30 minutes, 3 times a week, 9/78-1/79. In this IEP, the following information is included:

____ Transportation provided
____ Appropriate special services designated:

____ speech/language ____ occupational therapy ____ counseling
____ psychological ____ physical therapy ____ recreation
____ medical diagnostic

____ Who will deliver service
____ Amount of time and beginning and ending dates for service
____ Special media and materials to be provided

Participation in regular education

P.L. 94-142 states that 1) to the maximum extent appropriate, handicapped children, including children in public and private institutions or other care facilities, are educated with children who are not handicapped, and 2) that special classes, separate schooling or other removal of handicapped children from the regular educational environment occur only when the nature and severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The law also encourages children's placement in their neighborhood school or as close as possible to home, and the provision of nonacademic and extracurricular services and activities (meals, recess, etc.) with nonhandicapped children. The IEP must specify how and when the student will interact with nonhandicapped peers in a planful way. In this IEP:

____ Opportunities for interaction with nonhandicapped peers are listed.

____ Staff responsible for implementation of program during integrated activities are noted.

____ Socialization objectives related to integrated activities and criteria for evaluation are indicated.

____ Amount of time and beginning and ending dates are noted.

Additional comments/concerns

An optional section of the IEP may include medical concerns (e.g., seizures and medication); statements of particular important physical or behavioral characteristics; descriptions of learning style or effective approaches (e.g. reinforcers), etc.

Placement justification and signatures

A statement must be included which indicates the placement of the child and why it is deemed most appropriate. The final IEP must be dated and signed by the participants, including parents. In this IEP:

____ Placement is specified.
____ Justification for placement is included.

____ All parties involved have signed (parents, teachers, school representatives, child if appropriate, others).

PARENTS' RIGHTS AND RESPONSIBILITIES

What are my responsibilities as a parent in the process of obtaining a public education for my handicapped child?

Parents often feel that the responsibility for the education of their child rests entirely with the public school system. In fact, many parents consider the school personnel to be experts and therefore to know what is best for their child. While this may be the case for certain aspects of the child's program, as a parent you have the responsibility to be an advocate for your child. Do not be intimidated by thinking that school personnel are experts. You, too, are an expert when it comes to the needs of your child.

Federal and state laws make it mandatory for you as a parent to be included as part of the team that makes educational decisions for your handicapped child. It is your responsibility to work on that team to develop the most appropriate educational program for your child. It is helpful to remember that everyone on the team is working together for the same purpose--to provide for your child's educational needs. In accepting this responsibility, some of the following suggestions may be helpful.

1. Maintain a cooperative attitude. Working together in a team effort will only serve to benefit your child.
2. Learn as much as you can about your rights and the rights of your child.
3. Ask questions. Since educational and medical terms can be confusing, it is perfectly acceptable to question what is being said about your child.
4. Express your concerns about your child's education. School personnel will welcome your observations and suggestions.
5. Join a parent organization. It is often helpful to know that other parents are going through similar experiences. The opportunity to share knowledge and experiences can be invaluable. Many times parents find that as a group they have the power to bring about needed changes. A parent group can e an effective force on behalf of your child.

What are my rights in obtaining a public education for my handicapped child?

To be an effective advocate for your child, it is most important to know and understand your rights. Public Law 94-142, the Education for All Handicapped Children Act of 1975, calls for parent involvement in the process of making

educational decisions for handicapped children. Some of your rights during this process include:

1. The right to request that your child be evaluated if you feel that he or she is in need of special education.
2. The right to have an independent evaluation done if you disagree with the outcome of the school evaluation.
3. The right to request an impartial due process hearing if your disagreement over the evaluation cannot be resolved informally.
4. The right to participate in the development of your child's individualized education program (IEP). Remember, you know important information about your child that no one else does. Ask questions and give your input at the IEP meeting. You can make a difference.
5. The right to request an impartial due process hearing if you disagree with what is offered as your child's IEP.
6. The right to appeal the decision of the hearing officer if you disagree with that decision.

In addition, you should know that:

1. A child cannot receive special education and related services nor be placed in a special education class without an IEP.
2. The placement of a handicapped child cannot be changed without a new IEP.
3. If a hearing is requested to determine a child's placement, the child must remain in his or her current placement until he decision has been made.
4. Transportation should be included in your child's IEP as a related service.
5. The IEP is not intended to cover all of the needs of a handicapped child--only the educational needs.

Many other rights are included under Public Law 94-142. Learn your rights in order to insure that your child receives an appropriate public education.

As the parent of a handicapped child what should I do to prepare for working with the public school system?

As you begin the process of obtaining a public education for your handicapped child, you will find it necessary to work with many different school personnel. The following suggestions may make it easier and faster to obtain the desired educational services.

1. Make all requests in writing.

2. Keep copies of all correspondence you send and receive.

3. Keep a diary of names and dates of telephone conversations, letters, and appointments.

4. Request copies of all reports on your child for your files.

5. Ask as many questions as it takes to understand what is being said about your child and keep notes for future reference.

6. Explain your concerns about your child. Remember that you know your child better than anyone else. Your comments will be helpful.

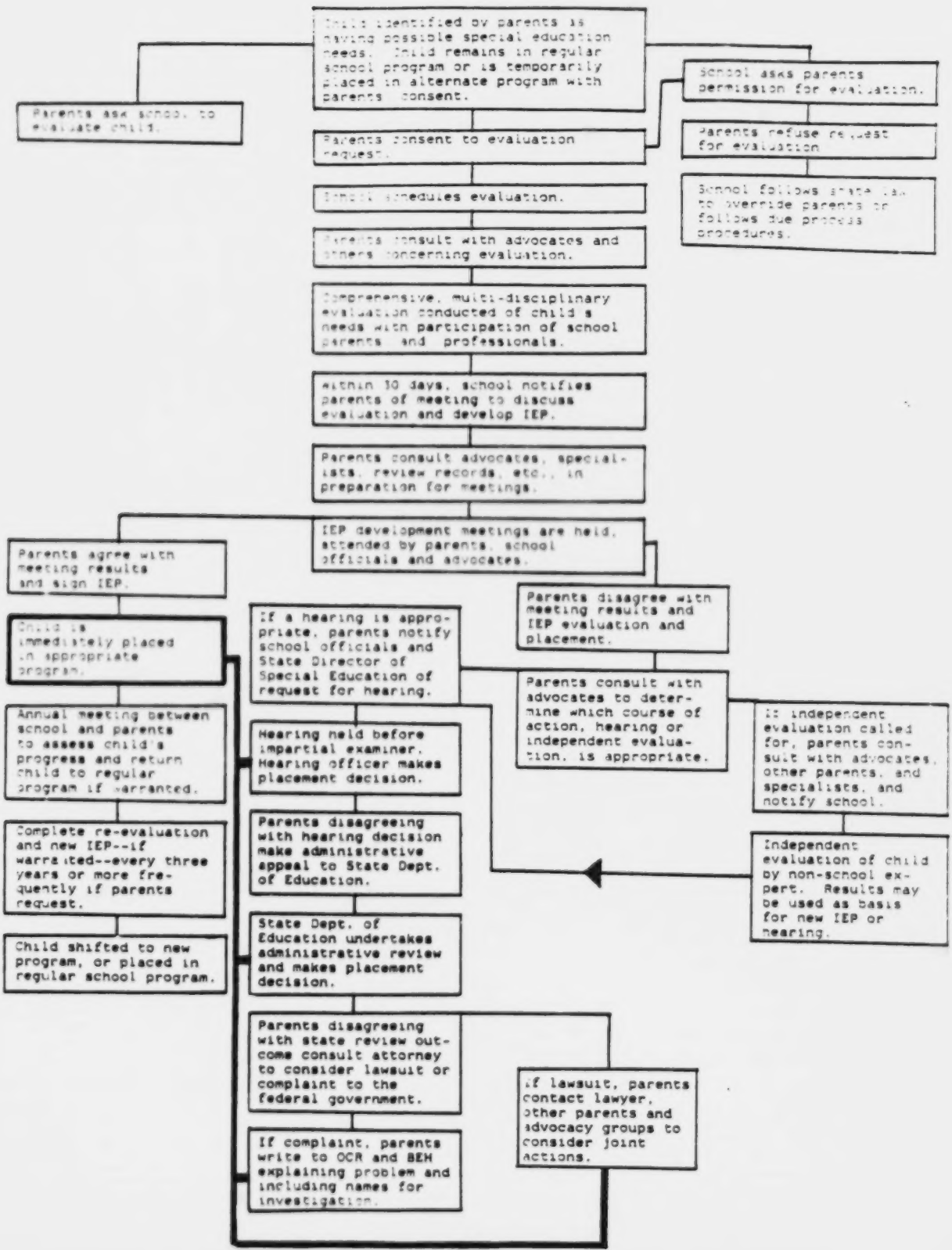
7. Keep an open mind. When there is a spirit of cooperation between you and the school, you will find that the results come much faster. Try to understand all viewpoints before making a decision.

Where can I turn for help and further information?

To insure that you are well informed of your rights, you should obtain a copy of Public Law 94-142 from your congressional representative. You may also find it helpful to obtain a copy of your state's current special education laws and regulations from the special education division of the state department of education. Your school principal or special education administrator will be able to inform you of local school policies as well as your rights under the law. Joining a local parent organization can provide you with needed support. In addition, the Legal Center for the Handicapped can help you understand the law and your legal rights. Don't hesitate to call us if you have any questions. Our telephone numbers are 363-1347 and toll free in Utah 1-800-662-9080.

EVALUATION, PLACEMENT AND DUE PROCESS

UNDER P.L. 94-142 AND SECTION 504


Child identified by parents as having possible special education needs. Child remains in regular school program or is temporarily placed in alternate program with parents' consent.
Parents ask school to evaluate child.
School asks parents permission for evaluation.
Parents consent to evaluation request.
Parents refuse request for evaluation
School follows state law to override parents or follows due process procedures.
School schedules evaluation.
Parents consult with advocates and others concerning evaluation.
Comprehensive, multi-disciplinary evaluation conducted of child's needs with participation of school parents and professionals.
Within 10 days, school notifies parents of meeting to discuss evaluation and develop IEP.
Parents consult advocates, specialists, review records, etc., in preparation for meetings.
IEP development meetings are held, attended by parents, school officials and advocates.
Parents agree with meeting results and sign IEP.
Child is immediately placed in appropriate program.
Annual meeting between school and parents to assess child's progress and return child to regular program if warranted.
Complete re-evaluation and new IEP--if warranted--every three years or more frequently if parents request.
Child shifted to new program, or placed in regular school program.
Parents disagree with meeting results and IEP evaluation and placement.
If a hearing is appropriate, parents notify school officials and State Director of Special Education of request for hearing.
Parents consult with advocates to determine which course of action, hearing or independent evaluation, is appropriate.
If independent evaluation called for, parents consult with advocates, other parents, and specialists, and notify school.
Independent evaluation of child by non-school expert. Results may be used as basis for new IEP or hearing.
Hearing held before impartial examiner. Hearing officer makes placement decision.
Parents disagreeing with hearing decision make administrative appeal to State Dept. of Education.
State Dept. of Education undertakes administrative review and makes placement decision.
Parents disagreeing with state review outcome consult attorney to consider lawsuit or complaint to the federal government.
If lawsuit, parents contact lawyer, other parents and advocacy groups to consider joint actions.
If complaint, parents write to OCR and BEH explaining problem and including names for investigation.

SECTION 504

Section 504 of the Vocational Rehabilitation Act of 1973 prohibits discrimination against handicapped persons in any program which receives federal financial assistance. Section 504 states:

> No otherwise qualified handicapped individual in the United States, shall solely by reason of handicap, be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance.

Because schools in Utah receive federal money, they must comply with Section 504. Subpart D of the Section 504 regulations gives the requirements for pre-school, elementary and secondary education. In general, the regulations say that schools can comply with Section 504 by complying with P.L. 94-142.

SIMILARITIES WITH P.L. 94-142

There are several similarities between Section 504 and P.L. 94-142. Both laws require:

1. that the school take appropriate measures to identify and locate every qualified handicapped person who is not receiving an appropriate public education;
2. that handicapped children be provided a free appropriate public education, regardless of the nature or severity of the handicap;
3. that special education programs and services be designed to meet individual needs of handicapped persons;
4. that handicapped students be educated with non-handicapped students to the maximum extent appropriate to the needs of the handicapped student;
5. that evaluation procedures be adopted to insure that appropriate identification and placement is made (regulations similar to those under P.L 94-142 are described in regard to testing materials);

6. that procedural safeguards be established to allow parents and guardians to influence and contest decisions regarding their children's evaluation and placement; and

7. that the school provide supplementary aids and services necessary to enable a child to benefit from education.

DIFFERENCES BETWEEN SECTION 504 AND P.L. 94-142

Section 504 provides some rights not specifically given in P.L. 94-142.

1. The Definition of Handicapped Persons is broader under Section 504 than under P.L. 94-142. P.L. 94-142 applies only to handicapped children who require special programs and services to benefit from education. Under Section 504 a handicapped person is any person who:

   a) has a physical or mental impairment which substantially limits one or more major life activities;
   b) has a record of such impairment; or
   c) is regarded as having such an impairment.

   Therefore, a person can be handicapped and afforded the civil rights of Section 504 without being eligible for special education.

2. Program Accessibility is not specifically addressed by P.L. 94-142. Section 504, however, requires that programs receiving federal money must be readily accessible to handicapped people. One part of program accessibility, for example, is that public buildings must be barrier free. Section 504 gives specific timelines for conversion of buildings to barrier free status and includes specific standards for building accommodations.

3. Comparibility is another issue not addressed by P.L. 94-142. Section 504 states that:

   > If a recipient (of federal financial assistance). . .operates a facility that is identifiable as being for handicapped persons, the recipient shall insure that the facility and the services and activities provided therein, are comparable to other facilities, services and activities of the recipient.

   For instance, if non-handicapped students are given an opportunity to attend extracurricular activities, students who are handicapped must be given this opportunity as well.

4. Least Restrictive Environment is also an important Section 504 concept. Section 504 places the burden of proving that the student is being educated in the least restrictive

environment on the school, not the parent. Every IEP should include justification that the student's placement is the least restrictive appropriate to the student.

Basically, Section 504 is a very important part of special education, and parent/advocates should be familiar with the requirements of Section 504 as well as P.L. 94-142 and Utah law.

CHAPTER THREE

EDUCATION

The United States has a long history of providing a public education to children. In 1954, the United States Supreme Court recognized the importance of public education in the famous desegregation case, **Brown v. Board of Education**, when it stated:

> *Today, education is perhaps the most important function of state and local governments. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society. It is required in the performance of our most basic public responsibilities, even services in the Armed Forces. It is the very foundation of good citizenship. Today it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms, 347 U.S. 483, 493 (1954).*

Children with handicaps, however, have often been excluded from the classroom and denied educational opportunities. A number of Federal statutes have been passed to assure that handicapped children will have access to a free, appropriate public education.

Section 504 of the Federal Rehabilitation Act of 1973 is a civil rights act that provides equal opportunity to all people with handicaps. It states:

> *No otherwise qualified handicapped individual in the United States shall solely by reason of his handicap, be excluded from participation, denied benefits or, or be subject to discrimination under any program or activity receiving federal financial assistance.*

Because schools in Utah receive federal money, they must comply with Section 504. Subpart D of the Section 504 regulations gives the requirements for pre-school, elementary and secondary education.

Article X of the Constitution of Utah states: "The Legislature shall provide for the establishment and maintenance of a uniform system of

(From: Legal Rights Handbook (1985), Legal Center for the Handicapped.)

public schools, which shall be open to all children of the State, and be free from sectarian control." The school system is divided into 40 districts. (See Appendix A)

Utah's Education of Handicapped Children Act, U.C.A. §53-18-1, et seq., requires the State Board of Education to provide proper education and training to all handicapped children in Utah unless they are exempted from attending school by the local district superintendent, U.C.A. §53-18-2 and 6. A handicapped child is defined as one who because of apparent exceptional physical or mental condition is not being properly educated and trained. This definition also includes all persons being educated and trained in existing day care centers for the handicapped, between the ages of 5 and 21 years. U.C.A. §53-18-1.

Though Section 504 and Utah law provide for the education of handicapped children, the most comprehensive statement of their rights to an education is set out in The Education for All Handicapped Children Act, Public Law 94-142, 20 U.S.C. §1401, et seq., which was passed by the United States Congress and signed into law on November 29, 1975 by President Ford. Most of its provisions took effect on October 1, 1977. States must comply with this law to obtain federal funds to support its education system.

Because there are several federal and state laws dealing with education for handicapped students, and these laws are not always identical, determining which law is applicable may be difficult. The basic guideline is that federal law sets the minimum standards which each state must meet to continue receiving federal education money. If the state sets higher standards than the federal law, the state must follow the higher standards.

EDUCATION FOR ALL HANDICAPPED CHILDREN ACT (P.L. 94-142)

Public Law 94-142 was designed by Congress to:

> *Insure that all handicapped children have available to them a free appropriate public education which includes special education and related services to meet their unique needs.*

The law applies to all handicapped children who require special education and related services, ages 3 to 21 inclusive. For children 3 to 5 and 18 to 21 age range, however, this law does not apply if the requirement is inconsistent with state law or practice, or any court decree. **In Utah, P.L. 94-142 applies to all handicapped children between ages 5 and 21 years**. Children under five are served in a preschool setting funded by the Department of Social Services. (See Appendix B)

Definitions Under P.L. 94-142

Handicapped Children. The term "handicapped children" as used in the Act, includes those who are classified "as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health-impaired, deaf-blind, multi-handicapped or as having specific learning disabilities, who because of those impairments need special education and related services," 34 C.F.R. §300 5.

Appropriate Education. Case law has clarified what is meant by "appropriate education." In Utah, the goal of an appropriate public education is not to maximize the potential of the child, nor to guarantee a particular outcome. Nor is the goal simply to provide instruction equal to that provided for non-handicapped peers; equal services may not be appropriate services. Rather, the goal of an appropriate education is to provide a handicapped child with "personalized instruction with sufficient support services to permit the child to benefit educationally from that instruction." **Board of Education v. Rowley**, 458 U.S. 176 (1982).

Special Education. The term special education refers to specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction in hospitals and institutions and includes specially designed vocational education, 34 C.F.R. §300.14.

Related Services. In addition to special education, the Act requires that schools provide supportive services which are necessary in order for a handicapped child to benefit from special education. These services are called "related services" and include but are not limited to, transportation, speech pathology and audiology, psychological services, physical and occupational therapy, recreation, counseling, medical services for the purpose of diagnosis or evaluation, early identification and assessment of disabilities, school health services, social work services and parent counseling and training, 34 C.F.R. §300.13. The extent of the related services required by the Act is not clear. Case law differs in defining specific related services, but is consistent in assigning responsibility to the schools for the provision of services necessary for a child to benefit from his special education.

Responsibilities Under P.L. 94-142

Identification of Handicapped Students. Before a student can be placed for the first time in a special education program, the school system must conduct an individual evaluation of his educational needs. This evaluation must be conducted by a multidisciplinary team including at least one teacher or person knowledgeable about the suspected disability. More than one procedure and criterion must be used, 34 C.F.R. §300.532. A child is not handicapped under the law unless his condition adversely affects educational performance and unless he needs special education because of that condition.

Individualized Education Program (IEP). P.L. 94-142 requires that an individualized education program (IEP) be developed for each handicapped child based upon his/her unique educational needs. The parents of a handicapped child must be given an opportunity to participate in developing the IEP for the child. The school system does not meet this requirement if the parent is not invited to attend the IEP meeting. For children whose parents or guardians are unknown or unavailable, or for children who are wards of the state, P.L. 94-142 provides for the appointment of a "parent surrogate," i.e., an individual appointed to safeguard the child's rights in the specific instance of education decision-making, i.e., identification, evaluation, placement and the provision of a free appropriate public education.

The IEP should include all of the following: 1) present levels of educational performance, 2) annual goals and short-term instructional objectives, 3) services to be provided, 4) extent to which he/she will participate in regular educational programs, 5) dates services will begin and end, and 6) objective ways to measure, at least once a year, whether the instructional objectives are being achieved. The services to be provided must be based upon the results of the child's evaluation and must include all related services which the child needs to benefit from his/her school program. These may include services such as transportation, speech therapy, occupational therapy and interpreter services. The IEP should state how often each related service will be provided. The school is required to provide all of the services specified in the IEP. While the IEP must be reviewed at least yearly, any party to the IEP can request that it be reviewed and revised at any time.

Extended School Year (ESY). Public Law 94-142 requires an individual determination of the educational needs of a child in order to provide an appropriate education. If a child will experience substantial educational regression or if a more restricted placement will be required if the educational program is significantly interrupted, extended school year or full year programming is required. Eligibility for Extended School Year (ESY) is determined by the IEP team and should be considered when the IEP is written or reviewed. The determination of eligibility must be held in sufficient time to permit any party to exhaust administrative remedies if they disagree with the determination.

Least Restrictive Environment. One of the cornerstones of P.L. 94-142 is that special education programs and services be provided in the least restrictive environment. This means that the student must receive appropriate services in a setting which places the least restriction on his/her interaction with non-handicapped students. For example, if a student can receive an appropriate education in either a special education class in a regular school or in a class in a special school for handicapped students only, the student must be placed in the special class in the regular school. This is the least restrictive environment because it allows more interaction with non-handicapped students.

To assure that students will be educated in the least restrictive environment, federal law states that public schools must provide a "continuum of alternative placements...to meet the needs of handicapped children for special education and related services." This continuum must include at least, "instruction in regular classes, special classes, special schools, home instruction and instruction in hospitals and institutions." This continuum of services is crucial to the concept of placement in the least restrictive environment because it gives every handicapped student a full range of placement options.

Discipline. Several cases have been brought under P.L. 94-142 by handicapped students who had been expelled from school. Expulsion in these cases was viewed by the courts as a "change in educational placement" triggering procedural safeguards. The decision to expel cannot be made for handicapped children unless it is made through an individualized education plan. Parents have a right to written prior notice when the school proposed to change the placement and the right to an impartial due process hearing if they have a complaint about the proposed placement. 20 U.S.C. 1415. The school system must consider whether there is a relationship between the student's disruptive behavior and his handicap. If this relationship exists, the student cannot be expelled. Even in cases where the student can be expelled because of the right of a handicapped student to a free appropriate public education, educational services cannot be terminated during the expulsion. **Kaelin v. Grubbs**, 682 F.2d 595 (6th Cir. 1982), **S-1 v. Turlington**, 635 F.2d 342 (5th Cir. 1981), cert denied 454 U.S. 1030 (1981).

The school system may still use other traditional methods of dealing with children who pose a danger to themselves or others. 34 C.F.R. 300.513, Comment. Handicapped students may be suspended for ten days or less as long as appropriate procedures are followed, including notice to the student of the charges against him, and, when the charges are denied, an opportunity to know what evidence exists and to relate his view of the events. A series of short suspensions which collectively exceed seven days in any term or school year may be considered as "constructive expulsion." This practice is likely to eliminate any educational benefit a handicapped student may derive from school. Frequent suspensions may also indicate that a student's IEP or placement is inappropriate.

Procedural Safeguards. Any educational agency which receives funds under the Education for All Handicapped Children Act must guarantee certain "procedural safeguards" to handicapped children and their parents. For example, the parents must be permitted to review all of the child's records which are relevant to special education. The parents must be given written notification, in language which they can understand, and the parent's consent must be obtained whenever the school system is going to evaluate the child, identify the child as handicapped, or place the child in a special education program. This notice is also required when the school system plans to change the identification or placement of the child or when it refuses to evaluate, identify or place the child, 20 U.S.C. 1415; 34 C.F.R. §§300.500, 300.504, 300.505. Whenever the child's parent is not available and has not made arrangements for the care of the child, or when the child is in the custody of a state agency, the school system must appoint a "surrogate parent" to assume the role of the parent in educational matters and to protect the rights of the child, 20 U.S.C. §1415(b)(1)(B); 34 C.F.R. §300.514.

P.L. 94-142 further requires that parents or guardians who have complaints regarding matters relating to identification, evaluation or educational placement of the child or the provision of a free appropriate public education be given an opportunity for an "impartial due process hearing." The right to such a hearing includes the rights to be represented by counsel and by individuals knowledgeable about the child's condition, to present evidence and to compel the attendance of witnesses and to cross examine witnesses. A party aggrieved by the decision of a hearing officer at the local level may appeal the decision to the state educational agency for an impartial review. A party aggrieved by the decision resulting from the state review may bring a civil action in a state court of competent jurisdiction or in a United States district court, regardless of the amount in controversy. During the appeal process and

judicial review the child must remain in the educational placement where he was at the time the appeal was initiated, unless the school system and the parents agree otherwise, 20 U.S.C. §1415; 34 C.F.R. §§300.506, 300.508, 300.510, 300.511, 300.513.

Some states have successfully used mediation as a means of resolving disputes without developing the adversarial relationship inherent in the due process appeal hearing. While mediation is often useful it is not required by either P.L. 94-142 or regulations, and may not be used to delay or deny the right of a parent or guardian to an impartial due process hearing, 34 C.F.R. §300.506, Comment.

Remedies. In most instances courts hearing cases under P.L. 94-142 have required that the administrative remedies provided by the Act and by state law be exhausted before a suit may be filed. **Riley v. Amback**, 688 F.2d 635 (2d Cir. 1981), **Akers v. Bolton**, 531 F. Supp. 300 (D. Kan. 1981). In extreme cases, however, as where pursuit of administrative remedies would be futile or where they would not provide adequate relief, exhaustion of administrative remedies has not been required. **Monahan v. Nebraska**, 645 F.2d 592 (8th Cir. 1981). This is also true where one party has used administrative procedures to frustrate the objectives of P.L. 94-142. **Christopher T. v. San Francisco Unified School District**, 553 F.Supp. 1107 (N.D. Cal. 1982).

Meeting #3

Topic: Parents talk about transition

Speakers: Parents of children who received special services in preschool.

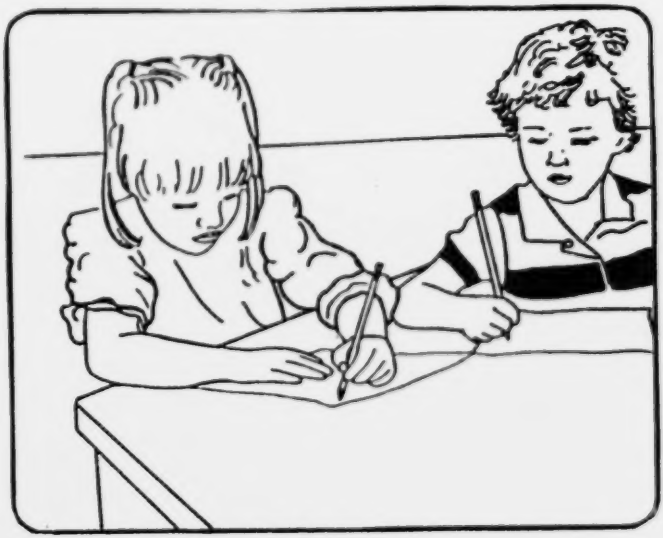
Synopsis: Parents of handicapped children who were enrolled in an integrated special program (The Social Integration Project or Preschool Transition Project) discussed their experiences and feelings about their child, his/her education, and the school district as their child has moved from the preschool into the school district.

Facts About Mainstreaming

Answers for Parents

FMS/VSSM
Projects

With the passage of Public Law 94-142, and the recent amendments in Public Law 99-457 -- The Education of Handicapped Children Acts -- more and more children with handicaps are being mainstreamed into regular education classrooms. The changes brought about by mainstreaming have raised many questions by parents. The purpose of this brochure is to answer many of the most common questions that parents have asked.



1. ***What is mainstreaming?***

Mainstreaming is the process of serving all children, with and without handicaps, in the same setting, to the maximum extent possible. A program for children with handicaps that is separate from programs for other children is a restrictive environment. All children need an opportunity to interact with others, whether they have a handicap or not. By law every child has the right to be in the least restrictive environment. A self-contained program is the least restrictive environment for a few children; for most it is not.

2. ***Does this mean that special education programs will be dissolved, and all children with handicaps will return to regular programs?***

No. For a child with handicaps, mainstreaming may involve a range of activities, from full-day placement in a regular class to short periods of integration at play times. The rest of the time, the child may be in a self-contained program. The extent to which a child is mainstreamed is based on the child's individual needs. These needs are determined by the child's parents and the professionals that work with that child.

3. ***Who decides when and how to mainstream a child?***

Children with handicaps have a child study team made up of the child's parents, teachers, the administrator, and specialists (speech therapists, motor specialists, etc.). This team develops the child's goals and objectives -- the individualized educational program or I.E.P. -- and decides on the amount of mainstreaming which is appropriate. Based upon the child's social, cognitive, self-help,motor, and academic skills, a decision is made on whether a child would benefit from receiving services in a program alongside classmates without handicaps. These decisions are made individually for each child with handicaps, and her/his progress is reviewed periodically

4. ***How can I get involved in my child's education?***

There are a variety of ways and levels in which you can get involved. Joining parent groups such as the PTA, volunteering in the classroom, and attending parent workshops and inservices are several possibilities. Working with your child at home involves you in your child's growth, especially working on your child's programs and discussing the topics covered in class. Informal exchanges with the teacher also count. Any input you can give, such as progress you are seeing at home or distinct behaviors that you are observing, will help the teacher and ultimately will benefit your child.

5. ***What benefits are there for tax payers when children are mainstreamed?***

A person with handicaps who learns to function alongside persons without handicaps is a tremendous tax savings for the community. For example, it costs $18,235.40 annually of our tax dollars for residential care for a person with handicaps, compared to $9,143.25 for one year of self-contained public education for that same person who can later join the work force and contribute to the tax base. Additionally, a mainstreaming program, once begun, is far less expensive than a self-contained program. Less monies spent for special services means more monies to improve the quality of services for all children.

6. ***What kinds of children with special needs are mainstreamed?***

Children who are mainstreamed have a variety of handicapping conditions, ranging from mild to severe disabilities, such as intellectual handicaps, social deficits, and language and/or motor delays. No matter what the handicapping condition is, one important thing to remember is that children with handicaps are just like all other children. They like to play with the same kinds of games and toys, they like to have friends, and they need to be loved and accepted.

7. ***Will my child pick up any of these handicapping conditions like she/he would a cold?***

No. Handicapping conditions are not contagious. It is important for parents to reassure their children that they will not become handicapped if they play with or work next to a child with a handicap. Remember, children model their parent's attitudes and biases.

8. ***Will my child see or learn strange behaviors from the children with handicaps?***

Sometimes children with handicaps exhibit unique, repetitive movements called stereotypic behaviors. At worst, these may include twirling, flapping hands, or waving arms. It is possible that a young child without handicaps will imitate these behaviors once or twice to try out something new. However, unless adults specifically praise or give positive attention for these behaviors, the child will stop because these behaviors are not acceptable at home, in the classroom, or with friends. Parents need not worry that their child will learn permanent strange behaviors.

9. ***Who decides in which mainstream classroom a child with handicaps will be placed?***

At present, the most common way to decide where to place a child is by asking for teachers to volunteer to take the child in her/his class. A teacher is in the best position to decide if her/his classroom can accomodate a new student. However, the selection of teachers should be systematic rather than haphazard. Factors such as age, gender, developmental level, teacher skills and expectations, and environmental limitations are considered.

10. ***Will my child lose the special services now offered to her/him?***

Teachers use several ways of making sure each child receives the attention that she/he needs. For example, peer buddies and peer tutoring allow the children to interact positively within a structured, supervised program, while giving the teacher more time to provide concentrated attention to others in the class who need it.

The teacher is not expected to teach a child in areas of need that are beyond the scope of her/his training, such as speech therapy or motor services. But this does not mean that children coming into the program should lose special services that are needed. If a child has an area of need, the agency should provide the most appropriate service for that need. If this service is not available in the classroom, a different placement may be needed.

Before mainstreaming, it is important to specify who will be working with the child and in what areas she/he will be working, e.g. physical therapy, small group activities, etc. Specialist/therapists may choose to conduct one-to-one sessions with the child as the child's team deems necessary. Teachers, aides, and volunteers can also be trained to provide these services under the supervision of the therapist.

11. ***Will the children and the teacher help my child too much and reduce her/his independence?***

Well-meaning people may have a tendency to step in and help too quickly at times. By keeping well-informed about the program and serving as a class volunteer or visiting the class occasionally, a parent can see if this problem is occurring and can consult with the teacher on alternatives to increase, not decrease, the independence of the child.

12. ***Will my child get the same amount of attention even though the teacher has to tend a child with extra needs?***

A well-planned mainstreaming program actually results in more individualized attention for all students. A teacher who learns to spot "special" needs in one child also learns to spot "special" needs of other children. By grouping children and designing individualized lessons, teachers actually can do a better job of meeting the needs and interests of <u>all</u> children.

13. ***What about activities my child can't do because of her/his handicapping condition?***

For rare situations like this, there are other activities that the child can engage in. All children, with and wihtout handicaps, need to receive appropriate services and therefore, must be treated equally in the classroom. This means that a child should not automatically be limited by age and/or handicapping condition. Each child should be allowed to try every activity, with encouragement and formal teaching, if needed, to do the best that she/he can.

14. ***Will my child be safe in the same program as children with special needs?***

The idea that persons who are intellectually handicapped, or retarded, are violent or aggressive is an incorrect and unfortunate myth. There are persons with handicaps who are aggressive, just as there have always been class "bullies". However, a child who is physically aggressive and is a danger to himself or others, handicapped or not, would not be enrolled in an integrated classroom until her/his behavior can be controlled under adult supervision.

15. ***How are children without handicaps prepared to interact with children with handicaps?***

Children and adults will make fun of different things that they do not understand. By explaining handicaps as individual differences, and by actually helping children learn to play together within the limits of one child's handicap, teachers and parents can help children learn tolerance and respect for the feelings of others.

When a teacher has prepared classmates to receive a new child who has some limitations in ability, the students will be unlikely to injure the new child. This type of preparation may consist of talking about the new student, doing puppet skits about mainstreaming situations, and practicing ways to be a "buddy" to the new student. Other concerns about playground, bus, or other settings should be addressed directly to the school and plans must be made jointly with them to assure the child's safety.

Besides peer preparation, peer buddies will also help the child adjust to the new situation. But as with all new children, it may take a few days for her/him to establish a place in the social structure of the class.

If your child tells you that she/he is unhappy or feels left out, you should bring it to the teacher's attention right away.

16. ***How will other parents react to my child's presence in the classroom?***

Again, people tend to question things they don't understand. In this case, parents who are unfamiliar with mainstreaming may have doubts about it at first. By having their questions answered and by seeing a successful mainstreaming effort, they tend to become strong supporters of mainstreaming.

Most importantly, parents should remember that there are more similarities than differences among parents of children with and without handicaps.

17. ***What possible benefits will mainstreaming have for <u>my</u> child?***

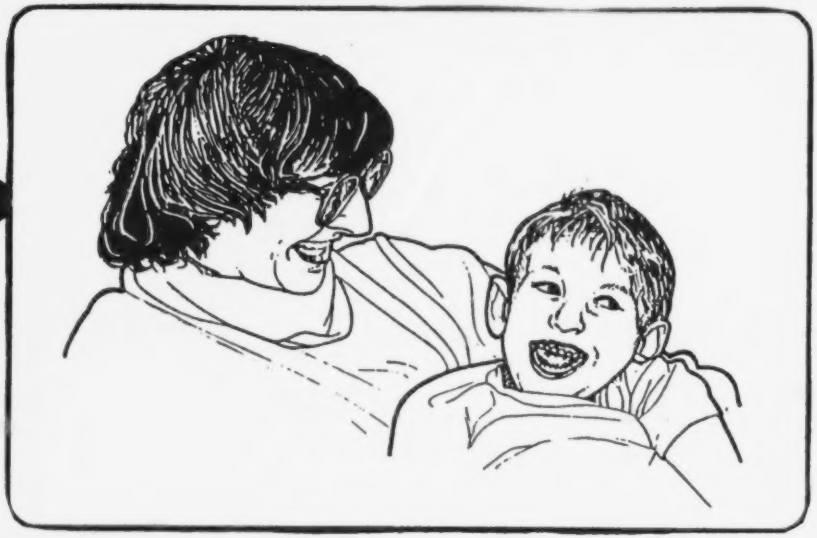
1. Most importantly, mainstreaming teaches children without handicaps about tolerance and understanding of individual differences in all persons.

2. Children without handicaps in mainstreaming programs have shown more socially mature behaviors than without mainstreaming, such as the development of leadership skills.

3. The language level, plus the rate of social interaction, of children with handicaps in a mainstreaming program is higher than those involved in segregated programs.

4. Teachers in a mainstreamed classroom learn skills to identify the needs of children and teacher techniques that increase the quality of individualized attention.

In this brochure, we are trying to show that although there are differences between children with and without handicaps, there are also similarities. These similarities also exist among parents, no matter if their child has handicaps or not. The ultimate concern that is shared by all parents seems to be that their child will receive quality services and gain a positive classroom experience at the same time. Quality services for all children, giving them equal opportunities to learn, play and grow together, to the maximum extent possible is our ultimate goal.



Drawings Courtesy of
Kristle Agran and Alan Taylor

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Negotiating The System*

Parents frequently have questions concerning their child's education that require information and problem solving beyond the scope of the classroom teacher. When this occurs it may be helpful to pursue a course of action that will be the most profitable to the parent. Some of the following suggestions may help in working successfully with schools.

1. We can act more responsibly when we have sufficient information. Be open to information that is shared by teachers, counselors, diagnosticians, principals, and other concerned individuals.

2. Establish a positive relationship with school before problems occur. This can be done by mentioning the positive things that have happened.

3. Be aware that people do not always view situations in the same way. Try to determine the other person's view of the situation.

4. Make an appointment for a conference. Parents and professionals may not be available if we arrive unannounced.

5. Prepare for a conference by making notes ahead of time about concerns. It is easy to forget things when we get involved in a discussion.

6. It is sometimes helpful to rehearse our concerns with a friend or even to ourselves. We are then better prepared to express ourselves.

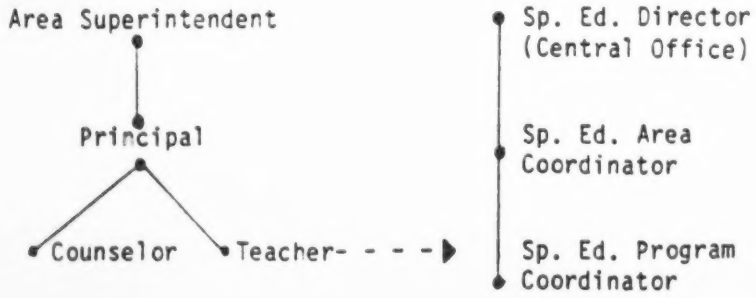
7. Try to diffuse anger before entering the meeting. When we are under stress we can miss important information. Our emotions can affect how and what we hear.

8. During a conference check with other individuals about what has been shared. Since we do not always perceive the spoken word in the same way, it may be helpful to check with others as to what has been said.

9. If you are unsure about some information, ask for clarification.

10. Know whom to go to in the system. If you feel the need to talk to others in the system, this chart will show whom you may meet with in "the chain of command."

*From: The Parent Center, Albuquerque, New Mexico



11. If you feel a need to talk to a supervisor or administrator, it is courteous to share this information with the person you are "overstepping." Some comment to the effect that "I feel a need to discuss this with someone in the system who has more information" or "who can make decisions" will usually suffice.

12. Sometimes it is helpful for a parent to invite a friend or child advocate to a conference as parental support. When this occurs, it is appropriate as a matter of courtesy to let the school know that you have invited another person.

13. Negotiation implies some trade-offs. Be prepared to listen to different viewpoints. Compromising on some points may be in the best interest of all concerned individuals.

CHECKLIST
PARENT-TEACHER CONFERENCES*

HOW TO GET READY

____1. Make a list of questions and concerns.

____2. Ask your child if he or she has questions for the teachers.

____3. Make arrangements for a babysitter for small children.

QUESTIONS YOU MAY WANT TO ASK

____1. What subjects does your child do well in?

____2. Is my child having any trouble?

____3. Does my child get along well with other children?

____4. Does my child obey the teacher?

____5. How can I help at home?

QUESTIONS THE TEACHER MAY WANT TO ASK YOU

____1. How does your child like school?

____2. What does your child do after school? What are his or her hobbies?

____3. How is your child's health?

____4. What type of discipline works well at home?

____5. Does your child have time and space set aside for homework?

____6. Are there any problems at home which may affect your child's learning?

AT THE CONFERENCE

____1. Arrive on time.

____2. Discuss your questions and concerns. Use your notes.

____3. Volunteer information which will help the teacher know your child better.

____4. Take notes if you wish.

AFTER THE CONFERENCE

____1. If you have further questions, make another appointment.

____2. Share information with your child, if appropriate.

* From: The Parent Center, Albuquerque, New Mexico

A Handicapped Child in the Family

Readings for Parents

No. 12

PARENT-PROFESSIONAL RELATIONSHIPS

Communicating

Mutual self-respect is critical for parents and professionals in dealing with each other. In most cases, parents have children because they want to care for them; most professionals chose working with children because they want to care for them. Each has information and skills that the other needs to be "successful." It often looks to parents as though outsiders hold the child's future in their hands. For their part, professionals often feel far less powerful than they appear to "clients."

Assertiveness

Parents may need to insist on being recognized in their dealings with professionals. After all, most professionals have credentials that imply they know what they're doing. Parents need to show in positive ways that they also know what they're doing. Parents need to ask questions. They're not expected to know everything that it may have taken the professionals several years to learn about. Don't hesitate -- ASK!!

Professionals "Say The Darndest Things"

Each profession has its own language. For the parent, this may be like traveling to a foreign country. Even common, everyday words may mean one thing to parents and another to professionals. At times, professionals may try to avoid confusing the parents by using terms they think will be understood - such as, "your child will never be college material, but he'll do all right." All the parents wanted to know was why their child couldn't talk better. Keep asking questions. Ask the professional to clarify what he means - even when you may not want to hear the answers. Remember that it is also hard for the professional who must give parents answers that are sometimes very painful.

Making Sense of What Everyone's Telling You

One of the most common complaints that parents have is: "How am I expected to know what to do when I get opposite opinions from the people who are the experts?" Parents need to consider all the information, ask the professional with whom they're most at ease to help sort it out, and then decide for themselves what's best for their child. It's not easy, but it's well worth it. It's your child's whole future!

Suggested Readings:

A Difference in the Family by Helen Featherstone, Penguin Books, 1980.

The Assertive Option - Your Rights and Responsibilities by Patricia Jakubowski and Arthur J. Lange, Research Press Company, 1978.

Washington County Children's Program Outreach Project
Post Office Box 311, Machias, Maine 04654

The Exceptional Parent (6 issues a year), P.O. Box 4944, Manchester, NH 03108.

Prepared by Margaret I. Bruns,
Program Director, South Portland, ME.

A Handicapped Child in the Family

Readings for Parents

No. 18

ADVOCACY

What Is Advocacy?

There are any number of answers to this question. Advocacy means those efforts which lead to improved services for your handicapped child and your family. It might start with your attempts to find out more about your child's disability and expand to include all actions on behalf of your child. It may mean such things as 1) seeking a clear diagnosis or appropriate services, 2) finding needed school programs or medical services, 3) keeping on top of new information, and 4) working with other parents.

Who Should Advocate?

Disabled people themselves. Parents and family members. Professionals. Interested members in the community.

Parents are the most effective advocates for their children. Legislators and bureaucrats are more likely and willing to listen to parents than to professionals. Most changes in laws or public policies have happened because of advocacy by parents. Joining forces with knowledgeable professionals usually creates an even stronger advocacy position.

If your child is young, begin now to think about building his or her self-advocacy skills. Most of us advocate for ourselves in any number of ways - even the child who insists he do something for himself, rather than have his sister do it for him.

Disabled children, teen-agers and adults need to gain practice in self-advocacy too.

When Should You Advocate?

From the beginning. As soon as you learn of your child's disability, try to determine what your next steps will be. You will want appropriate services. Inform yourself as to what these should be. Enter into partnership relations with those who will be working with your child.

Advocate for your child when things are going smoothly. Stay informed of his program. Ask questions.

Advocate during times of transition. When your child is moving from an infant program to a preschool, or from home services to group services, your advocacy efforts will be especially important.

Where Should You Advocate?

You will need to advocate in many different settings: your immediate or extended family, the community, with school officials and personnel, with members of the medical community.

All your energy cannot be spent on advocacy. You have other important things to do. Try to devote some time to thinking about how you can best use your "advocacy time." Which issues are of greatest concern to you? How can you get the best results for your efforts?

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Why Advocate?

The services you and your child receive will probably come closer to meeting your needs if you can be an effective advocate. The time you spend as an advocate should pay off with better services for your child, and this should make your situation more manageable.

Your efforts on behalf of your own child will probably put you in touch with others — parents and professionals. As a group you can make a difference for many disabled children, including your own. There is strength in numbers. When conditions and opportunities improve for all disabled people your child will benefit.

How to Advocate?

We all have our own styles. Learn about yours. Are you a negotiater? A compromiser? A fighter? You may feel you can accomplish more by using the style that is comfortable for you. You may want to become more assertive. You may want to be less aggressive.

Enlist a friend, family member, or perhaps a counselor to help you study your advocacy efforts. What are the goals for your child? Where do you want your advocacy to lead? Are your current methods working? Would others work better?

Try to get some support. Advocacy is hard work and can be lonely. Look for other parents and friends to give you that support.

Finally, don't forget to take care of yourself. Give some time and attention to your own needs. If you can learn to advocate for yourself, as well as your child, your child will be the winner in the long run. Good luck in your efforts!

Suggested Readings:

The Child Advocacy Handbook by Happy Craven Fernandez, The Pilgrim Press, 1980.

How to Get Services by Being Assertive by Charlotte Des Jardins, Director, Coordinating Council for Handicapped Children, 407 South Dearborn - Room 680, Chicago, IL 60605, 1980.

How to Organize an Effective Parent/Advocacy Group and Move Bureaucracies by Charlotte Des Jardins, Director, Coordinating Council for Handicapped Children, 407 South Dearborn - Room 680, Chicago, IL 60605, 1980.

Prepared by Jane Weil, Program Director, Machias, ME.

Meeting #4

Topic: School district representatives talk about transition.

Speakers: Local school district special education administrators.

Synopsis: School district representatives for special education programs discussed their district's procedures, programs they offer and answered questions.

Questions Teachers Often Raise About Mainstreaming

FMS/VSSM
Projects

Questions Teachers Often Raise About Mainstreaming

What is mainstreaming?

Mainstreaming refers to the integration of children with handicaps into settings and activities with their nonhandicapped peers. This integration can be as comprehensive as full time placement in a regular program or as limited as eating lunch or having recess together. Mainstreaming can be physical -- children attending the same school but in separate classrooms or in the same activities but with no interaction. Mainstreaming can be social -- children with handicaps interacting during recess with their nonhandicapped peers. Mainstreaming can be instructional -- children with handicaps spending part or much of the day in the regular classroom. Ideally, maintreaming is the combination of physical, social, and instructional integration which enhances the growth of children with handicaps to their fullest potential.

Why mainstream?

When well-planned and well-managed, mainstreaming is beneficial to all involved. Children with handicaps benefit because they learn to function in the "mainstream of society". Their independence, social skills, and overall learning increase. Mainstreaming may also decrease the amount of time children with handicaps spend on nonproductive tasks such as being transported to special schools.

Children without handicaps can learn to respect differences in other people and can learn to respect that everyone has varying strengths and weaknesses. They can also learn patience and better communication skills under the guidance of the teacher.

Teachers can benefit by having their skills broadened and, consequently fine-tuned. Mainstreaming, when well-implemented, demands communication among teachers and specialists. Many programs have benefitted from mainstreaming by having more and better communication among staff, parents, and administrators.

Who decides which children are mainstreamed?

Programs for children with handicaps are determined by the child team which includes the parents, teachers, specialists, administrators, others as needed, and the student, if appropriate. In setting early intervention objectives, the team considers the child's current abilities and the long term goals for the child, as well as the child's learning styles and needs. When the objectives planned for a child can be met in a more integrated setting, then it is this team's responsibility to arrange for the child to be mainstreamed and to provide the support that is needed.

What should I do when I see children with handicaps in the hallway, playground, etc.?

The best general answer to this question is that adults should behave as they would with any child. If the child with handicaps is misbehaving, he or she should be disciplined. If not, then a normal greeting and conversation would be appropriate and useful for helping the child practice social skills.

What should I tell children without handicaps about the children with handicaps?

Children are usually very interested in how people vary and how they are alike. Teasing often results from lack of knowledge and fear. Teachers can help children by having an open discussion with their class, by answering the children's questions simply and frankly, by pointing out that children with handicaps have more similarities to nonhandicapped peers than differences, and by helping the children in their class consider ways in which they can play with, help, be friends with, or work with children with handicaps.

How can I facilitate interaction between the children with and without handicaps?

One important step to helping children communicate with each other is for teachers to model the language and social skills they want children to exhibit - by initiating conversations with children with handicaps, by inviting them to join activities, and by making them feel that they are an important part of the group. In these activities the teacher must often arrange for the children to interact; for example, initiating art activities that are team-oriented but non-competitive, such as making a mural or papier-mache' sculpture.

Peer buddy systems are also useful by providing parameters and guidelines for interactions. In a peer buddy system children with handicaps and children without handicaps are assigned to each other as buddies for non-academic activities.

How do I meet the needs of children with handicaps, and am I qualified to fulfill them?

Providing services to children with handicaps can appear to be an overwhelming task, because these children have skill levels that are seemingly widely divergent from the rest of the group. However, an early intervention program is uniquely suited for addressing the needs of a very broad range of students. The variety of skills demonstrated by "normal" students allows for integrated groupings throughout the day, which combine children with similar strengths and deficits. This system is particularly

effective in programs where children are grouped by skills and interests, not solely by age levels. A teacher who already approaches children as individuals should have little difficulty planning for the individual needs of the child with handicaps.

In specialty areas, (e.g., language, and physical therapy) teachers must always have access to professionals in these fields. It is the responsibility of a program administrator to facilitate this access, so that quality services can be maintained for all children. Finally, it is naive to assume that staffing patterns will not change; additional people are very likely to be needed. However, paid aides are only one option; many programs have succeeded with sibling, community group, and elderly volunteers; parent volunteers; and cooperative credit-earning practicum assignments for college or high school students.

Wouldn't this take time away from the other children in my program?

In order to ensure that the mainstreaming experience is successful for the child with handicaps, the other children, and the teacher, extra time may be needed initially from the teacher. However, this extra time should not be at the expense of the child's peers. Continuity of program for the mainstreamed child can be facilitated when the previous specialists, service providers and parents have meetings to discuss the child's functioning before, during and after integration. When the planning which takes place in these meetings is detailed and flexible, the extra time will have been used before placement. The child should function appropriately in the new setting, and only occasional check-up meetings should be necessary.

Which of my class activities would interest the children with handicaps?

Just as nonhandicapped children have different needs and interests, so do children with handicaps. An important consideration in deciding which activities might be appropriate is whether the activity is beneficial to all involved. For example, an art activity can require cutting out and counting animal figures (for higher-skilled children), labelling animal names and body parts (for intermediate-skilled children) and color recognition (for low-skilled children). All of these objectives can be addressed at the same learning center.

My classroom is over-crowded, my materials are out of date, and there are a number of children in my classroom who need special attention. Why do children with handicaps get so much funding and extra assistance?

There are two basic answers to this question. One reflects a particular moral stance, the other a more practical one. In part, the moral argument is that children with handicaps are already burdened. They are children with the odds against them. Ethically, everything that can be done for them should be. On the practical side, the cost to society over the long run will be

diminished if intensive, high-quality intervention is made early, and children with handicaps become productive members of the work-force. One study found that for every dollar spent on a high quality preschool program for children with intellectual handicaps, there was a $7 return to society over the lifetime of the child.

If I run into a problem, how do I get help?

This varies from agency to agency. The principal, parent, teacher or specialist may be the appropriate person to approach in many settings. Local universities and civic groups can offer technical assistance and personnel resources.

This product was developed by the
Functional Mainstreaming for Success (FMS) Project
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Logan, UT 84322-6800
(801) 750-2030

DAVIS COUNTY SCHOOL DISTRICT
Special Education Department
Farmington, UT 84025
1989-90 School Year

( ) = number of classes

Special Day Schools

Mountain High School
Monte Vista
Pioneer Adult Rehabilitation Center (ages 16 through adult)
Davis Learning Center

Self-contained Programs for the Intellectually Handicapped/Severe Intellectually Handicapped/Severe Multiply Handicapped (IH/SIH/SMH)

Elementary:
- Adams Elementary (1)
- Cook Elementary (2)
- East Layton Elementary (1)
- Whitesides Elementary (1)
- Meadowbrook Elementary (2)
- Valley View Elementary (1)

Junior High:
- Bountiful Junior High (1)
- North Layton Junior High (1)
- Sunset Junior High (1)
- Mueller Park Junior High (1)

High School:
- Viewmont High (1)
- Clearfield High (1)
- Layton High (1)

Self-contained Programs for the Severe Multiply Handicapped/Severe Intellectually Handicapped/Intellectually Handicapped (SMH/SIH/IH)

Elementary:
- Burton Elementary (1) K - 2
- Farmington Elementary (1) 5 - 6
- Farmington Elementary (1) 3 - 4

Junior High:
- Farmington Junior High (1)

Program for the Severe Multiply Handicapped (Autistic)

- Morgan Elementary (1)

Self-Contained Programs for the Behavior Disordered

Elementary:
- Tolman Elementary (1)
- Holbrook Elementary (1)
- Taylor Elementary (2)
- Doxey Elementary (1)
- Sunset Elementary (2)
- King Elementary (1)

Junior High:
- North Davis Junior High (1)
- Centerville Junior High (1)

Self-contained Programs for the Learning Disabled

Elementary:
- East Layton Elementary (1) K - 3
- Morgan Elementary (1) 4 - 6
- Washington Elementary (1) 4 - 6
- Crestview Elementary (1) 4 - 6
- Adelaide Elementary (1) K - 3

Junior High:
- Kaysville Junior High (1)
- Millcreek Junior High (1)

SPECIAL EDUCATION SERVICES SUMMARY
1984-85

During the 1984-85 school year, 6,932 students in Davis County School District received Special Education services. 5,151 youngsters received the services in a resource pattern (one-half hour to a half a day). 1,781 students were served in a self-contained pattern (one-half day more).

Students received Special Education services in 1984-85 in one of the following categories designated by the State and Federal Government agencies:

Intellectually Handicapped	248
Severe Intellectually Handicapped	72
Specific Learning Disabled	2351
Behavior Disordered	2408
Deaf	7
Hard of Hearing	48
Speech/Language Impaired	1352
Mild Hearing Impaired	3
Orthopedically Impaired	19
Other Health Impaired	21
Visually Impaired	24
Severe Multiply Handicapped not in training centers	70
Training Centers	151
Deaf/Blind	1
Autism	8
Homebound & Hospitalized Handicapped	149
Grand Total	6932

Of these 6,932 students served in Davis District, 4,252 were served in elementary schools, 1,189 in junior high schools, 666 in high schools, 746 in special day schools, 57 in preschool, and 22 at St. Olaf's private school.

Resource services were available in every school in the District. One hundred five Resource teachers provided educational programs for children with one or more of the following handicapping conditions: Intellectually Handicapped, Specific Learning Disabled, Behavior Disordered, Hard of Hearing, Orthopedically or Other Health Impaired, Visually Impaired and Speech/Language Impaired.

Special Education Resource services were provided on an itinerant basis by 20.8 Communication Disorders Specialists, 2.5 Specialists for Visually Impaired, 4.5 Specialists for the Hearing Impaired, 10.8 Social Workers, and 11.8 Psychologists. Occupational Therapists, Physical Therapists, and Adaptive Physical Education Instructors also provided consultation and related services.

In addition to the resource programs, there were self-contained classes in regular school settings for students who required such placement. Sixteen of these classes provided services for students who were Intellectually Handicapped, Severe Intellectually Handicapped, or Severe Multiply Handicapped including Severe Multiply Handicapped - autistic. Two classes at the elementary level served identified learning disabled students while seven classes at the elementary and junior high level provided self-contained services for identified behavior disordered students. A listing on the back of this sheet indicates the location of self-contained classes for the 85-86 school year.

The Monte Vista Diagnostic Center continued to provide evaluation and assessment services to students, birth through adults, at no cost to parents. The Center staff consists of a full-time psychologist, social worker, communication disorders specialist, educational diagnostician, and audiologist. Other professional staff are available as needed. The Center operates in conjunction with Utah State Department of Health - Handicapped Children's Services.

There were four training center/special day schools that provided services away from the regular school setting for students who were more severely involved (Monte Vista Center, Pioneer Adult Rehabilitation Center, Davis Learning Center, and Mountain High School).

The Special Education programs in Davis County School District provided free appropriate education to each handicapped child ages five through twenty-one in keeping with PL 94-142, Rules and Regulations for Education Programs for the Handicapped, and Davis County School District Policies. These programs and services will continue to be available.

In addition to students diagnosed as handicapped, 870 special needs students were served in Davis County School District.

SPECIAL EDUCATION SERVICES SUMMARY
1983-84

During the 1983-84 school year, 7,111 students in Davis County School District received Special Education services. 5,465 youngsters received the services in a resource pattern (one half hour to a half a day). 1,646 students were served in a self-contained pattern (one half day or more).

Students received Special Education services in 1983-84 in one of the following categories designated by the State and Federal Government agencies:

Intellectually Handicapped	231
Severely Intellectually Handicapped	67
Specific Learning Disabled	2142
Behaviorally Disordered	2162
Deaf	7
Hard of Hearing	48
Speech/Language Impaired	1884
Mild Hearing Impaired	3
Orthopedically Impaired	9
Other Health Impaired	20
Visually Impaired	33
Severely Multiply Handicapped not in training centers	79
Training Centers	96
Deaf-Blind	3
Autism	3
Homebound & Hospitalized Handicapped	324
Grand Total	7111

Resource services were available in every school in the District. One hundred five Resource teachers provided educational programs for children with one or more of the following handicapping conditions: Intellectually Handicapped, Specific Learning Disabled, Behaviorally Disordered, Hard of Hearing, Orthopedically or Other Health Impaired, Visually Impaired and Speech/Language Impaired.

Special Education resource services were provided on an itinerant basis by 20.8 Communicative Disorders Specialists, 2.5 Specialists for Visually Impaired, 4.5 Specialists for the Hearing Impaired, 10.8 Social Workers, and 11.8 Psychologists. Occupational Therapists, Physical Therapists and Adaptive Physical Education instructors also provided consultation and related services.

In addition to the resource programs, there were self-contained classes in regular school settings for students who required such placement. Sixteen of these classes provided services for students who were Intellectually Handicapped, Severely Intellectually Handicapped, or Severely Multiply Handicapped including Severely Multiply Handicapped - autistic. Two classes at the elementary level served identified learning disabled students while seven classes at the elementary and junior high level provided self-contained services for identified behavior disordered students. A listing on the back of this sheet indicates the location of self-contained classes for the 84-85 school year.

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There were 4 training center/special day schools that provided services away from the regular school setting for students who were more severely involved (Monte Vista Center, Pioneer Adult Rehabilitation Center, Davis Learning Center, and Mountain High School).

The Special Education programs in Davis County School District provided free appropriate education to each handicapped child ages five - twenty-one in keeping with PL 94-142, Rules and Regulations for Education Programs for the Handicapped, and Davis County School District Policies. These programs and services will continue to be available.

In addition to students diagnosed as handicapped, 1,623 special needs students were served in Davis County School District.

DAVIS COUNTY SCHOOL DISTRICT
Special Education Department
Farmington, UT 84025
1984-1985 School Year

( ) = number of classes

Special Day Schools

Mountain High School
Monte Vista
Pioneer Adult Rehabilitation Center (ages 16 through adult)
Davis Learning Center

Self-contained Programs for the Intellectually Handicapped/Severely Intellectually Handicapped/Severely Multiply Handicapped (IH/SIH/SMH)

Elementary:
- Adams Elementary (1)
- Cook Elementary (1)
- East Layton Elementary (1)
- Whitesides Elementary (1)
- Meadowbrook Elementary (2)
- Valley View Elementary (1)

Junior High:
- Bountiful Junior High (1)
- North Layton Junior High (1)
- Sunset Junior High (1)

High School:
- Viewmont High (1)
- Woods Cross High (1)
- Clearfield High (1)
- Layton High (1)

Self-contained Programs for the Severely Multiply Handicapped/Severely Intellectually Handicapped/Intellectually Handicapped (SMH/SIH/IH)

Elementary:
- Burton Elementary (1) Primary grades
- Farmington Elementary (1) upper grades

Junior High:
- Farmington Junior High (1)

Program for the Severely Multiply Handicapped (Autistic)

Morgan Elementary (1)

Self-contained Programs for the Behaviorally Handicapped

Elementary:
- Tolman Elementary (1)
- Holbrook Elementary (1)
- Taylor Elementary (2)
- Doxey Elementary (1)
- Sunset Elementary (2)

Junior High:
- North Davis Junior High (1)
- Centerville Junior High (1)

Self-contained Programs for the Learning Disabled

- Morgan Elementary (1) (K - 3)
- Washington Elementary (1) (grades 4-6)
- Crestview Elementary (1) (grades 4-6)

Sample forms from the

Weber School District

KINDERGARTEN CHILD DATA CHECK LIST

NAME: STUDENT _____ DATE _____

PARENT/GUARDIAN _____

ADDRESS AND ZIP _____ PHONE # _____

SCHOOL _____

		Yes	No	Comments
1.	Does your child have trouble hearing you when you speak in either a normal or low voice?			
2.	Does your child ask for things to be repeated?			
3.	Does your child turn the television volume louder than necessary?			
4.	Has your child had numerous ear infections?			
5.	Do you, or others, have trouble understanding your child's speech?			
6.	Are there certain sounds your child has trouble pronouncing? List the sounds.			
7.	Does your child have trouble following simple directions?			
8.	Does your child point and gesture to communicate instead of using words and sentences?			
9.	Does your child leave out words or make incorrect sentences? Example: Me go home. Her my sister.			
10.	Do you think your child stutters?			
11.	Is your child's voice often hoarse when there is no sign of a cold?			
12.	Does your child sound as though he/she is talking through his/her nose (nasal)?			
13.	Does your child ever lose his/her voice for no apparent reason?			
14.	Does your child have a cleft palate?			
15.	Does your child blink, squint, have watering eyes, rub eyes, or tilt head to one side?			
16.	Does your child sit close to T.V. or hold books or objects close to the face?			
17.	Does your child frequently trip over or bump into objects?			

		Yes	No	Comments
18.	Does your child have difficulty running, hopping, jumping or balancing on one foot?			
19.	Does your child have difficulty holding pencils crayons or scissors correctly?			
20.	Does your child have difficulty kicking, throwing or catching a ball?			
21.	Does your child have difficulty separating from parent(s)?			
22.	Does your child have difficulty in making friends and playing with peers?			
23.	Does your child have difficulty dressing, buttoning, working zippers and tying shoes?			
24.	Does your child have difficulty staying with one activity 5-10 minutes?			
25.	Is your child able to care for toileting needs without assistance?			
26.	Does your child have a health disorder that requires medical attention and/or follow-up?			

Not all of the yes answers indicate problems. Do you feel additional contact with the school would be helpful at this time? Yes No

Comments

WEBER SCHOOL DISTRICT

PARENTAL PERMISSION FOR EVALUATION

School_____ Date_____

Dear_____

At the request of _____, _____(title), we are seeking your permission to carry out a more detailed evaluation of your child, _____, than is typically provided by the classroom teacher. The reason(s) for this request are:
Full Name

_____

_____

Areas of assessment, instruments and purposes are indicated below:

	(check)		
Intellectual	_____	Instrument(s):_____	Purpose(s):_____
Educational	_____	Instrument(s):_____	Purpose(s):_____
Social-Emotional	_____	Instrument(s):_____	Purpose(s):_____
Adaptive	_____	Instrument(s):_____	Purpose(s):_____
Psycho/Motor	_____	Instrument(s):_____	Purpose(s):_____
Other	_____	Instrument(s):_____	Purpose(s):_____

Results of all testing are kept confidential and may be shared with you. You may want to request a conference with school personnel to review all of your child's school records and become better informed of the need for this request for testing. You may refuse permission for this evaluation. If you do, the school may request a conference with you to present its reasons and to seek your approval.

Your child's education program will not be changed as a result of this testing without your prior knowledge and written approval.

If you have any questions, please contact _____, phone: _____
Please return your response at an early date.
Thank you.

I hereby authorize the evaluation requested for my child. _____ _____
Signature of Parent or Guardian Date

I do not authorize the evaluation requested for my child. _____ _____
Signature of Parent or Guardian Date

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WEBER SCHOOL DISTRICT

PARENTAL PERMISSION FOR PLACEMENT

School:_____ Date:_____

Dear_____:

It is proposed on_____, that your child's education program be supplemented as follows:

_____

_____

The student's needs cannot be met in the regular classroom because:

_____

_____

If you are undecided about the decision to make, you may wish to consider the following:

You may make a request to see the school records and the assessment data and to review them with school personnel.

You may ask for a "due process" hearing. This process requires that you make a written request for a hearing. A hearing officer will set up an appointment within 30 days. At the hearing you may bring other representatives with you. You have the right to present evidence, you may ask questions of the school personnel and your child may attend the hearing with your approval.

You may, if you so desire, obtain an independent evaluation of your child to aid you in making your decision. Any additional data which may assist us in your child's placement is always appreciated.

Sincerely,

_____
Name

_____
Title

_____
Child's Name

I have read and understand this form and hereby authorize the proposed alteration in my child's education program.

_____
Parent or Guardian's Signature Date

I have read and understand this form and do not authorize the above proposed alteration in my child's education program.

_____
Parent or Guardian's Signature Date

3/83

WEBER SCHOOL DISTRICT
PARENTAL PERMISSION FOR EVALUATION

School_____ Date_____

Dear_____

Results of an initial Speech/Hearing Screening indicate that your child,_____
Full Name

could benefit from a more detailed: Speech____ Language____ Hearing____evaluation.

Areas of assessment, instruments and purposes are indicated below:

ARTICULATION: ____	INSTRUMENT(S): _____
PURPOSE: _____	
LANGUAGE: ____	INSTRUMENT(S): _____
PURPOSE: _____	
AUDIOMETRIC: ____	INSTRUMENT(S): _____
PURPOSE: _____	
OTHER: ____	INSTRUMENT(S): _____
PURPOSE: _____	

Results of all testing are kept confidential and may be shared with you. You may want to request a conference with school personnel to review all of your child's school records and become better informed of the need for this request for testing. You may refuse permission for this evaluation. If you do, the school may request a conference with you to present its reasons and to seek your approval.

Your child's education program will not be changed as a result of this testing without your prior knowledge and written approval.

(over)

If you have any questions, please contact_____our Speech Clinician at this phone number:_____. Please return your response at an early date. Thank you.

I hereby authorize the evaluation requested for my child_____
Parent or Guardian's Signature Date

I do not authorize the evaluation requested for my child_____
Parent or Guardian's Signature Date

3/83

Date_____

WEBER SCHOOL DISTRICT PUPIL SERVICES

REFERRAL SHEET

Referring Teacher_____ School_____

Student_____ Sex_____ Grade_____

Please check the apparent degree of the handicapping condition, if any. If the statement does not apply, do not mark it.	Moderate	Serious	Extreme
Emotional Handicaps			
Hyperactive (overly energetic, can't sit still, can't be quiet).....	( )	( )	( )
Withdrawn (very quiet, uncommunicative, sullen, blank stares).....	( )	( )	( )
Poor group acceptance (rejected, ignored, or abused by peers).....	( )	( )	( )
Acting out (agressive, hostile, rebellious, destructive.....	( )	( )	( )
Instability (unpredictable, cries easily, explosive).....	( )	( )	( )
Inattentive (short attention span, can't stick to task).....	( )	( )	( )
Imperceptive (fails to anticipate consequences of own actions).....	( )	( )	( )
Other (describe)_____			
_____			
Academic Handicaps (performing 25% or more below grade level)			
Reading (poor comprehension, reverses or substitutes words, can't sound out or "unlock" words, poor oral reader).....	( )	( )	( )
Writing (reverses letters, illegible writing, can't write).....	( )	( )	( )
Mathematics (can't master grade-level concepts).....	( )	( )	( )
Spelling (phonic spelling, omits or adds letters).....	( )	( )	( )
Social Sciences (can't handle concepts, doesn't understand relationships, poor understanding of social cause & effect..	( )	( )	( )
Other (describe)_____			
_____			
Physical Handicaps			
Physical Defect (lame, missing digit or limb, paralysis, erratic muscle movements, physical deformity).....	( )	( )	( )
Gross Motor Coordination (awkward, clumsy).....	( )	( )	( )
Fine Motor Coordination (eye-hand, manual dexterity).....	( )	( )	( )
Speech (poor enunciation, lisps, stutters, infantile speech).....	( )	( )	( )
Visual (can't see blackboard, squints, rubs eyes, cross-eyed, holds book too close, eyes oscillate involuntarily).....	( )	( )	( )
Hearing (doesn't seem to listen, unable to discriminate sounds, asks to have instructions repeated, can't learn rote tasks).	( )	( )	( )
Unusually Small (at least 20% less than class average).....	( )	( )	( )
Unusually Overweight (at least 20% more than class average).....	( )	( )	( )

The Student's needs cannot be met in the regular classroom because:_____

_____

_____

_____

_____

3/83

School District Contacts

Davis County School District

Contacts: Mary Ann Williams, Ph.D., Director of Special Education

Ruth Kunkel, Coordinator of Special Education Services for the Northern Section of Davis County

Address: Davis School District
Department of Special Education
45 East State
Farmington, UT 84025

Phone: (801) 451-1169

Ogden City School District

Contacts: Ivan Quist, Director of Pupil Personnel

Address: Ogden City School District
Department of Pupil Personnel
2444 Adams
Ogden, UT 84401

Phone: (801) 399-3456

Weber County School District

Contact: Robert Reid, Ph.D., Director of Special Education

Address: Weber School District
Department of Special Education
1122 Washington Boulevard
Ogden, UT 84404

Phone: (801) 394-8873

Legal Rights of Your Child

Contact: The Legal Center for the Handicapped

Address: 254 West 400 South, Suite 300
Salt Lake City, UT 84101

Phone: (801) 363-1347